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Volume I of the 1974 CEDaR Catalog contains abstracts of all of the programs being conducted at the 20 participating research and development institutions. The bulk of volume I describes completed and available products. The following information is provided for each product: name, developer, abstract, target audience, evaluation, price, and ordering information. The products are subdivided into eight major educational categories: School Organization and Administration, Early Childhood Education, Elementary Education, Secondary Education, Career Education, Higher Education, Teacher Education, and Basic Research. Programs and their related products are cross-referenced across several categories; e.g., a tearcher workshop for primary-grade teachers is listed under the Teacher Education category and cross-referenced at the end of the Early Childhood Education section. (Editor/JA)

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volume-1

CEDaR catalog

of Selected
Educational Research and Development
Programs and Products

April, 1974

A two-volume compilation of select research and development programs and products from twenty CEDaR-member institutions.

Mary Kennedy Burton, editor

Compiled by the Council for Educational
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Participating Institutions

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University of Wisconsin, Madison
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1518 K Street, N.W.
Washington, D.C. 20005

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Introduction

For the fourth year now, the annual *CEDaR Catalog* provides educators with an overview of the work underway at major research and development institutions across the country.

Volume 1 of the catalog contains abstracts of all of the programs being conducted at the twenty participating r & d institutions. The bulk of Volume 1 describes completed and available products. The following information is provided for each product: name, developer, abstract, target audience, evaluation, price, and ordering information. The products are subdivided into eight major educational categories: School Organization and Administration, Early Childhood Education, Elementary Education, Secondary Education, Career Education, Higher Education, Teacher Education, and Basic Research. Programs and their related products are cross-referenced across several categories; e.g., a teacher workshop for primary-grade teachers is listed under the Teacher Education category and cross-referenced at the end of the Early Childhood Education section.

Volume 2 of the *CEDaR Catalog* contains descriptions of select anticipated products; i.e., products still in development or awaiting commercial publication. Anticipated products also are subdivided into categories. And each anticipated product is cross-referenced to its related program and to appropriate completed products.

Each year's *CEDaR Catalog* reflects the continual progress of educational products through the research and development process. This year's book contains an increased number of products that have reached the end of the development cycle and are ready for installation in schools and other educational agencies.

The availability of these completed products is featured in the fourth edition *CEDaR Catalog*. To enable the catalog reader to use the information about completed products more effectively, the names and addresses of publishers or distributors are included on the product sheets.

Participating Institutions

Twenty research and development organizations across the country feature their program and product descriptions in this year's *CEDaR Catalog*. Many of the programs are funded by the National Institute of Education, a major educational division within the U. S. Department of Health, Education, and Welfare.

All twenty institutions are members of the Council for Educational Development and Research, Inc., a nonprofit corporation. The annual catalog is compiled and edited by the CEDaR Office staff and published and distributed by Commercial Educational Distributing Services, Portland, Oregon.

Acknowledgments

The *CEDaR Catalog*, although compiled through the efforts of the Council for Educational Development and Research, is the product of many individuals located within the participating CEDaR institutions. Communication-dissemination staff members within each institution provided CEDaR with the material about the programs and products included in this catalog edition. Without the help of the following people, the catalog could not be produced: Rob Roy Walters and Kathie Briley, Verna G. Smith, John Thomas, Sue J. King, James G. Paltridge, John Hollifield, Jane Coogan Beer, Joel Magisos and Wayne E. Schroeder, Adeline

Naiman, Robert Brownlee, Janet McGrail, William Hill, Kenn Goin, Jerry Kirkpatrick, Clyde C. Yetter and Üllik Rouk, David Wilson, Preston Kronkosky and Angela Smith, Judy Jojola, Bruce Harlow, and Mary Horn.

User's Instructions

This is the fourth revision of the annual *CEDaR Catalog*. As in previous editions, changes appear that reflect suggestions made by readers. Additional services also have been incorporated into this year's book.

The fourth edition of the *CEDaR Catalog*, like its predecessors, exists for one purpose: to give educators a single source where capsulized information can be obtained about 1) the programs underway within the CEDaR-member institutions and 2) the products that result from their efforts.

The audience for the catalog, of course, remains diverse. It includes college deans, school teachers, educational researchers and developers, school superintendents, and laymen. All bring to the catalog a particular set of needs and anticipations. Thus the catalog is designed to broach this diversity of content and audience to enable any user to uncover what he wants with ease.

The catalog is a simple document. Volume 1 is devoted to programs and to completed and available products.

Volume 2 is limited to anticipated products. The catalog user undoubtedly will spend as much time looking through Volume 2 as Volume 1 products because with each passing month more and more of the anticipated products become completed.

Program Sheets

The front section of Volume 1 consists of program sheets. These one-page descriptions of the institutions' major areas of work give the catalog user an overview of the r & d efforts that guide product development within the institutions. Each program sheet contains a section entitled "completed-product links" where the page numbers of the program's completed products are listed. A section entitled "anticipated-product links" also is included on the program sheets to cross-reference related anticipated products. For example, CEMREL, Inc., the educational laboratory in St. Louis, Missouri, describes its Aesthetic Education Program on page 7. Within this program both completed and anticipated products have been produced. One of the completed products, a learning package covering "Aesthetics and the Creative Process," is described on page 158 under the Elementary Education category. An anticipated product, "Aesthetics in the Physical World," is described on page 406. Both page references are listed on the parent program page, page 7, and cross-references appear on each of the product pages.

An addition to this edition's program sheets is a "sponsoring agency" section that lists the funding source(s) for each program.

Available Products

As mentioned, Volume 1 of the *CEDaR Catalog* consists of sheets that describe one or more completed and available products. The sheet has space for the developer to describe the product's evaluation and to indicate its intended audience. Each sheet also contains price and ordering information. A timeline is included to tell the reader the following information when it pertains to an available product:

- -- Informational Brochure Available and/or Order Form Available
- -- Demonstrations and/or Salesmen Available

-- Publication List
   Available
-- User-Site List
   Available

The Far West Laboratory for Educational Research and Development, for example, filled in three of the four blanks on its sheet describing Minicourse 1: Effective Questioning--Elementary Level. Consequently, the catalog reader knows 1) he can obtain an order form and/or an informational brochure; 2) if he wants first-hand information, he can request that a salesman call on him to demonstrate how the Minicourse works; or 3) he can take advantage of the last offer and request a list of cities and schools where Minicourse 1 is being used and where he can observe it. Under the timeline is the address of the commercial publisher to contact for this information. In some cases, the product is unavailable through a commercial publisher. If the institution is offering the additional information, its address is listed. If the material is available only through the ERIC system or the Superintendent of Documents, the reader is given that information.

Anticipated Products

The anticipated product sheets give the catalog user as much information as possible about uncompleted or unavailable products. Products described on these sheets range from ideas of products to completed products awaiting publication. Consequently, a section for the "anticipated availability" date is included. This year's edition of the *CEDaR Catalog* contains two kinds of anticipated-product sheets: one for "research" products and one for "developmental" products. The only difference in the two kinds of sheets is the timeline. Research products generally result from the work of a university-based research and development center. Examples of these products could be technical reports or monographs summarizing a major program effort. Developmental products are more broadly defined. Usually a developmental product will consist of instructional materials and hardware; e.g., a manual for conducting a teacher workshop or a set of readers for Alaskan native children. The timelines are provided to give the catalog reader an idea of the product's current stage of development.

If the product has progressed far enough along in its development and its developers wish to share their findings or to announce results of early pilot-testing, the catalog user is notified by the information under the timeline. If the space is empty, the catalog user is to assume that no information is available.

Many of the products on anticipated-product sheets actually are available -- they just were unavailable at the time the catalog was printed. If the date under "anticipated availability" is April 1974, the reader can assume that the product has passed into available status. A call or letter to the developer will clarify its availability.

Catalog users may find the following two pages useful. The two "sample" pages give brief explanations of each of the blanks on the sheets.

Product Location

The *CEDaR Catalog* is organized to enable the user to find easily the products that interest him. Consequently, a listing of Institution and Program Contents on page viii gives the page number of each program under the alphabetical listing of the institution. For example, the Appalachia Educational Laboratory's programs are described first.

The Table of Contents on page iii lists the page numbers for each of the eight major categories; e.g., School Organization and Administration sheets consist of pages 107 to 140 for "available products" and pages 362 to 397 for "anticipated products."

At the back of each section is a listing of all products cross-referenced to other categories. For example, many products listed under Career Education or Higher Education also could be listed under School Organization and Administration. As a consequence, at the back of the School Organization and Administration category is a listing of these related products. The reader, then, with particular interest in School Organization and Administration only has to turn to that major section to find the primary products pertaining to that category. But he also can turn to the back of that section and find a category-by-category cross-referencing of related products within other sections.

And in the back of Volume 2 is a complete page-referenced listing of all programs and related products by institution.

PRODUCT NAME

(Name of product being described)

INSTITUTION

(Name of CEDaR-member institution being discussed)

PROGRAM, PRODUCT LINKS

(Page number or numbers of the parent program and sister products)

TARGET AUDIENCE

(Ultimate product user)

PRODUCT EVALUATION

(If evidence exists in published form that the product meets certain specifications or objectives, it is presented here)

SAMPLE
PAGE

PRODUCT CHARACTERISTICS

Generally, this space will contain a brief description of the completed product.

All research and development work results in a completed product. If the program was primarily research oriented, then the product most likely will be in the form of a published research report; e.g., technical report, journal article, or monograph. If the program was developmental in nature, the product generally will be a package consisting of instructional materials and other hardware; e.g., filmstrips, teacher workbooks, or student handouts.

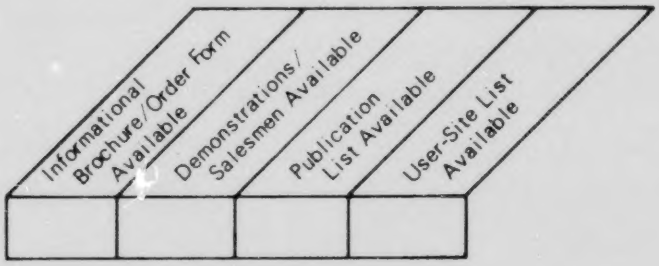
Most products are developed for commercial distribution. Some, however, are available only through the developing institution or through the Superintendent of Public Documents (GPO) or the ERIC system.

The simple timeline below, under "Available Information," is designed to tell the catalog user what is available: 1) an informational brochure and/or order form; 2) demonstrations/personal visits from a salesman; 3) a publication list; 4) list of user sites where product can be observed.

PRICE

When possible, the price of the product is listed. Also, if the ERIC identification number or the GPO order number is known, it is listed here.

AVAILABLE INFORMATION


Informational Brochure/Order Form Available
Demonstrations/ Salesmen Available
Publication List Available
User-Site List Available

The address of the publisher or distributor is listed here.

PRODUCT NAME

(Name of product being described)

INSTITUTION

(Name of CEDaR-member institution being discussed)

PRINCIPAL INVESTIGATOR

(If institution has a primary researcher or developer on the program, the name is listed here)

PROGRAM, PRODUCT LINKS

(Page number or numbers of the parent program and sister products)

TARGET AUDIENCE

(Ultimate user of product)

PRODUCT EVALUATION

(If evidence exists in published form that the product meets certain specifications or objectives, it is presented here)

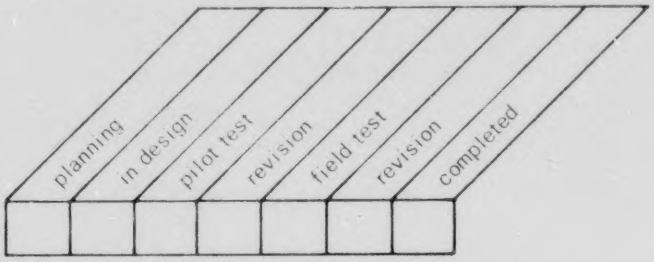
SAMPLE PAGE

PRODUCT ABSTRACT

Although all research and development work eventually results in a completed product, many products described in this catalog still are under development. These anticipated products are described on this kind of sheet. Anticipated products may be in any stage of development--from conceptualization and early planning to final field testing.

The simple timeline below is designed to help the catalog user determine broadly where the product is in its development. The timeline on this sheet is used to describe the development stages of a developmental product (usually a package of instructional materials or other hardware). Sheets that describe research products (e.g., monographs and research reports)are similar but the timeline lists the following stages: conceptualization, data collection, data analysis, rough draft, revision, final draft, and completed.

If the "x" is marked in any of the first three boxes on either sheet, it's safe to assume that a product doesn't exist for examination. If it's in pilot test or revision, it probably still is under wraps. In later stages, however, the institution usually is prepared to respond to inquiries. An "x" in the last box means that the product is done but that a commercial publisher has yet to begin widescale marketing. Consequently, "completed" does not mean "available."



ANTICIPATED AVAILABILITY

(Date when the r & d specialists anticipate that their product will be available for use)

AVAILABLE INFORMATION

If an address is listed, descriptive information about the product may be obtained.

Program Sheets

PROGRAM NAME

Early Childhood Education

INSTITUTION

Appalachia Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Pages 109, 110

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The objectives of the Early Childhood Education program were to design a strategy for diffusing the AEL Home-Oriented Preschool Education program (HOPE) specifically and to develop plans for the diffusion and implementation of educational research and development projects generally. One of the major accomplishments of the program was the creation of the Consortium of State Departments of Education in the Appalachian Region. Charter members of the consortium corporation were the seven AEL member states-- Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. Several of the other six states in the Appalachian Region have expressed interest in joining the Consortium. The chief state school officers of each member state comprise the Consortium's board of directors. The board has identified early childhood education as the Consortium's first program thrust. The broad objectives of the Consortium include: 1) to initiate and conduct regional programs that will contribute to the improvement of educational practices and procedures; 2) to increase cooperative interaction among the state departments of education in the Appalachian Region and between the regional state departments and other agencies concerned with the welfare of children; 3) to increase the effectiveness of federal expenditures for education in the states in the Appalachian Region through better coordination of federal and state efforts, resources, and services; 4) to acquire, analyze, and disseminate by various means information that advances the purposes of the Consortium; 5) to seek to generate sufficient funds to carry out the purposes of the organization; and 6) to acknowledge the need for the educational leadership in the Appalachian Region to become personally involved in cooperative efforts to improve the educational opportunities of children.

PROGRAM NAME

Home-Oriented Preschool Education (HOPE)

INSTITUTION

Appalachia Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Page 350

ANTICIPATED-PRODUCT LINKS

Page 398

SPONSORING AGENCY

U. S. Office of Education

PROGRAM ABSTRACT

The Home-Oriented Preschool Education program is a three-component approach to providing three-, four-, and five-year-olds with a quality educational experience at a comparatively low cost. It was designed to meet the special needs of rural children and builds on the competencies of the teachers a child knows best-- his parents. HOPE combines the use of daily television lessons, weekly home visits by a paraprofessional who works with the parents, and weekly group sessions.

The Appalachia Educational Laboratory (AEL) spent five years developing and testing HOPE. Evaluation shows that children learn as much if not more in a HOPE program as they do in a regular kindergarten program. And data also shows that the HOPE program can be delivered at about half the cost of a traditional kindergarten program.

The three components are closely integrated. Each week the home visitor delivers to the parent materials that can be used in conjunction with the next week's television lessons. The professional teacher who staffs the group sessions has materials that relate to the television lessons and home materials. The products of the HOPE program are a set of seven manuals that describe in detail how such a preschool program can be operated. The television tapes and related materials developed by AEL were only prototypes to be used to demonstrate that the three-pronged process would work. However, AEL currently is developing plans to produce a second generation of color television lessons and related materials that will be made available for wide-spread use.

PROGRAM NAME

Marketable Preschool Education

INSTITUTION

Appalachia Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 399

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Marketable Preschool Education Program builds on the successful Home-Oriented Preschool Education program (HOPE) of the Appalachia Educational Laboratory. The HOPE program combines the use of daily television lessons, weekly visits to the home by paraprofessionals, and weekly group sessions staffed by trained teachers. The television lessons and related materials developed during the five years of AEL's research and development for the HOPE program were prototypes and not intended for use in the field.

The Marketable Preschool Education program aims to produce television tapes and materials that can be used widely. The final product of the program will be a three-year cycle of materials for the HOPE program, including a home visitors training package. The ultimate objectives of the Marketable Preschool Education program are to make available to rural children a preschool education program that will: 1) utilize existing public and commercial television transmission facilities to deliver the program; 2) encourage multidistrict and multistate planning, funding, and implementation; 3) be more cost-effective than the traditional classroom approach; 4) make use of paraprofessionals; and 5) involve and assist the parent in the instructional role.

Although AEL will produce the first three years of materials, a major goal is to have regional agencies assume production responsibility for ensuing years.

PROGRAM NAME

Career Decision-Making

INSTITUTION

Appalachia Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Page 350

ANTICIPATED-PRODUCT LINKS

Pages 452, 453, 454

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The objective of the Career Decision-Making Program is to develop instructional materials that will provide secondary school students with a more systematic and efficient method of career exploration and decision-making. These materials, when used as specified, will provide the students with a more comprehensive basis from which to make knowledgeable career decisions.

The program has two components: the Career Information System and 16 Career Guidance Units. The Career Information System is based on the structure used by the U. S. Department of Labor in developing its Dictionary of Occupational Titles (DOT), Third Edition, 1965. The products are as follows: Guide for Filing Occupational Information for Exploring Careers Through Worker Traits; Guide for Exploring Careers Through Worker Traits; Guide for Exploring Careers Through Occupational Groups; Guide to Occupational Information Indexed by Worker Trait Groups; Keysort Worker Trait Group Reference Index; and VIEW (Vocational Information for Education and Work) Implementation Manual. The 16 Career Guidance units are clustered into 5 strategy steps. The steps are as follows: 1) clarify the situation; 2) search for and identify alternatives; 3) identify criteria for evaluating alternatives; 4) evaluate alternatives and make decisions; 5) develop a plan of action and follow through. The units will consist of filmstrips, simulation and game activities, student materials, and counselor/teacher utilization guides for each unit.

PROGRAM NAME

Experienced-based Career Education

INSTITUTION

Appaiachia Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 451

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Appalachia Educational Laboratory is one of four laboratories developing a model for Experience-Based Career Education (EBCE). EBCE operates under two theories: that the community is a rich source of learning experiences, and some students can learn more about what they want to do with their lives from these community resources than they can in the traditional classroom.

AEL EBCE students spend their final school years exploring career opportunities at sites throughout the community. The length of time at a particular site varies from a few hours' visit for a simple tour to a 13-week experience where the student explores a certain occupation in depth. The academic work is woven into the career exploration as an individualized learning program is developed for each student. The students gain first-hand knowledge of what careers are available; learn whether their personalities, skills, and aptitudes are appropriate for specific career areas; develop certain academic and job skills; learn what additional training and knowledge is required to pursue career goals; and develop the ability to make appropriate career decisions. EBCE students who complete the program successfully receive their diplomas from their home high schools.

The products of the AEL EBCE program will be a set of manuals that will enable school districts to operate an EBCE program.

PROGRAM NAME

Educational Cooperative

INSTITUTION

Appalachia Educational
Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Pages 107, 108, 350

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

The Appalachia Educational Laboratory has been involved in the development of Educational Cooperatives since 1967. Many school districts in Appalachia and elsewhere cannot offer the quality and variety of education they would like because they are small, isolated, and/or underfinanced. Through the Educational Cooperative, these school districts can pool resources to provide services and programs they could not afford separately. Each educational cooperation is a voluntary confederation of school districts, a college or university, and the state departments of education. Superintendents of the districts and representatives from the other two components make up the governing board.

AEL has ended its formal work with Educational Cooperatives and is publishing a book summarizing its experiences with cooperatives in the Region. The book also outlines suggested steps and procedures in creating and operating an educational cooperative. Additionally, AEL has published a set of manuals detailing how to operate a drivers' education course in an educational cooperative.

PROGRAM NAME

Aesthetic Education Program

INSTITUTION

CEMREL, Inc.

COMPLETED-PRODUCT LINKS

Pages 157, 158, 284, 285, 286, 287

ANTICIPATED-PRODUCT LINKS

Pages 406, 407, 408, 409, 410, 411, 480

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

If genuine aesthetic experiences and judgments are important for society and its individuals, there remains the question of how to provide for them. An important educational task must be to enhance the ability of students to discriminate, interpret, and evaluate the properties of these experiences. The general goal for the Aesthetic Education Program is to increase the student's capacities to experience and make judgments about the aesthetic qualities (values) in man-made and natural objects and events in his environment. Through use of the program materials, students will be better prepared to deal with the qualities that transform many of their ordinary encounters with objects and events into aesthetic experiences. The Aesthetic Education Program is producing, testing, and revising units of instruction for ability levels associated with elementary and intermediate grades. The units of instruction for the primary grades are organized into six content groups or centers of attention:

1. Aesthetics in the Physical World
2. Aesthetics and Arts Elements
3. Aesthetics and the Creative Process
4. Aesthetics and the Artist
5. Aesthetics and the Culture
6. Aesthetics and the Environment

Each unit provides for 10 to 15 hours of instruction and uses one or more of six arts areas (film, literature, visual arts, theatre, dance, and music) as exemplars for aesthetic concepts. The package units are designed for use by non-arts specialists-- classroom teachers. Some 45 packages are projected for grades K-7. Ten to 15 packages at the primary level will be available for purchase during the 1973-74 academic year.

Concurrent with materials development, theoretical and practical instructions for curriculum development have been prepared, compiled, and published.

PROGRAM NAME

Comprehensive School
Mathematics Program

INSTITUTION

CEMREL, Inc.

COMPLETED-PRODUCT LINKS

Pages 202, 289

ANTICIPATED-PRODUCT LINKS

Pages 413, 443

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The ultimate objective of CSMP is to improve the effectiveness of mathematics instruction by developing curricula that will provide for each student in grades K-12 a program sound in content, appropriate to his needs and abilities, and presented to maximize his success for learning and using mathematics. The objective implies two tasks: there must be systematic instructional analysis by mathematical scholars to select sound and appropriate mathematical content; successful methods for conveying this content must be developed. The CSMP strategy suggests two components. Component I is a program for a broad spectrum of students in grades K-6. This program starts with a combination of teacher-led activities and independent work in the early years and later blends into a program comprising multimedia learning materials and involving a variety of modes of instruction. Component II is a program for students in grades 7-12. Feeling that the vast diversity found in these students would make immediate attempts at total reorganization of the content impractical, CSMP first began an experimental program, the "Elements of Mathematics Program" (EM), especially designed for highly verbal and mathematically inclined students. Extended pilots of this program were begun in 1971. Once the K-6 content program and the EM program approach completion of their development stages around 1976, stage two of Component II, the expansion of the elementary program for all students into grades 7-12, will begin. The EM program, in addition to being an independent product, also will serve as a source of selected and sequenced mathematical content for this 7-12 total program. An effort is underway to identify and initiate the mechanisms by which universities, school systems, publishers, and CSMP can cooperate to develop resource and training facilities for the diffusion of CSMP materials. Further information on this training program will be available from CEMREL, Inc. in early 1974.

PROGRAM NAME

Instructional Systems Program

INSTITUTION

CEMREL, Inc.

COMPLETED-PRODUCT LINKS

Pages 159, 288

ANTICIPATED-PRODUCT LINKS

Pages 412, 481, 482

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Instructional Systems Program began as a program of applied research with emphasis on learning problems of inner-city children, hyperactive-hyperaggresssive children, and autistic children. The major research activities have been completed and are reported in The Humanization Processes (John Wiley & Sons, 1971).

The initial research has led to a development thrust within the program. Three major projects dominate the development effort.

1. The first project has developed a curriculum that will teach critical language and thinking skills to children, ages 3-10. It is divided into two levels. The general goals of Level A (for preschool, kindergarten, and first grade children) are to aid in developing the child's use of basic language, verbal fluency, and vocabulary size; developing his ordering, association, classification, and sequencing skills; developing visual and auditory awareness and discrimination; and using critical thinking skills such as drawing relationships, making inferences, making predictions, analyzing problem situations, synthesizing ideas, recognizing incongruities and analogies, making hypotheses, and evaluating situations, events, and actions. The general goals of Level B (grades 2-5) are to develop critical listening skills; skills related to literal and inferential comprehension of materials; to provide practice in the skills developed in Level A; and to stimulate interest in and develop ability with writing creatively.
2. The second project is developing a program that will train elementary classroom teachers in the use of exchange teaching procedures, with emphasis on procedures that will accelerate behavioral and academic skills. The majority of work in this project has been focused on inner-city teachers and children, although the training product will have much wider application.
3. The third project also involves the production of a training program in basic reinforcement procedures, in this case for therapists, teachers, and parents of autistic and psychotic children. The focus of the training is on building important social behaviors in disturbed children.

PROGRAM NAME

Strategies of Organizational Change

INSTITUTION

Center for Educational Policy and Management (CEPM), Research and Development Division (CASEA), University of Oregon

COMPLETED-PRODUCT LINKS

Page 111

ANTICIPATED-PRODUCT LINKS

Page 362

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The long-range objective of this program is to devise organizational processes that will enable personnel in schools and school districts to choose innovations appropriately, put them into operation smoothly, and stabilize them productively. In particular, the program will test whether a particular kind of training-- laboratory training for organizational development-- can produce the self-renewing capacity in a general form in schools and school districts as well as in particular forms for coping with particular innovations such as differentiated staffing. Currently, a pilot project is underway to extend the organizational development technology to the problem of bringing parents, teachers, and students into joint problem-solving and decision-making. In the future, the Strategies of Organizational Change Program may be converted into several more time-limited programs, each using a variety of techniques to increase the predictability of change. The strongest current of future work undoubtedly will be the development of products for use in the training of organizational specialist cadres.

PROGRAM NAME

Responsiveness of Public Schools to Their Clientele

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

COMPLETED-PRODUCT LINKS

Pages 112, 113

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The program is engaged in the analysis of the responsiveness of four types of school districts to the demands of constituents in each district. Twelve districts have been selected, four each from a larger subgrouping of hierarchical, bargaining, polyarchical and market (or price) oriented districts. The preferences of school constituents for educational services are being surveyed. "Demand-Response Logs" of requests made of the districts will be kept. Case studies of response patterns will be prepared. A wide variety of data will be collected to enable researchers to evaluate the consequences of alternative patterns of governance on the ability and willingness of districts to respond to constituent demand. The program will produce exhaustive data on educational decision-making and governance. The relationship between school district organization and responsiveness will be analyzed in a detailed monograph on the subject. In addition, the data will be maintained and a guide to its use will be prepared in the expectation that future researchers will be able to use it.

A series of "milestone" objectives has been set, the first of which will be a progress report scheduled for May 1974. This report will be the first of several such reports made throughout the course of the program to be followed by the preparation of the data bank and the tentative November 1976 write-up of the complete monograph manuscipt.

Program objectives are 1) the improvement of knowledge of school governance; 2) the detailed study of the relationship between public demands for educational services and school systems' responses to those demands; and 3) the study of problems encountered by a school district when it attempts to make the schools more responsive to public demands.

PROGRAM NAME

Management Utilizing Staff Training (MUST)

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

MUST is the new acronym for Project Inform, which began in 1970. Originally, this project was designed to produce, test, and disseminate sets of self-instructional materials for school staffs, principals, and teachers planning to enter or entering some form of team teaching or differentiated staffing. The first product of the research was the prototype of Ernstpiel, a self-instructional kit to improve communication and foster task-group development. The kit is composed of packages in the form of simulations and games. Each package focuses on a single communication concept that takes an hour or less to complete and is enjoyable in itself. The kit currently is being evaluated for possible revisions prior to release to a commercial publisher.

MUST's new PLANNING component will be similar to Ernstpiel in that it will be composed of single-concept, self-instructional packages. It is decidedly different in that it will enlist Ariole, a framework for goal-setting. Ariole is a set of guidelines put together in a self-instructional way. Through a series of 17 steps, it provides a framework for the user to think about what he wants and to consider the alternatives to get there. The user decides what size population he will use, large or small, and can determine what kinds of questions he will ask. (PLANNING will be available in its final form sometime in 1975.)

The objective of MUST is to continue the work of Project Inform in isloating specific concepts and skills related to organizational and administrative behavior and to develop these into self-instructional training packages.

PROGRAM NAME

PPBS in Schools--Organizational and Client Consequences

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

COMPLETED-PRODUCT LINKS

Page 114

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

PPBS in Schools--Organizational and Client Consequences is designed to research the effects of a school district's adoption of PPBS (Planning, Programming, Budgeting Systems) on its schools, community, professional staff, and pupils. Rather than trying to investigate all forms of PPBS now in existence, researchers have focused on the consequences of SPECS (School Planning, Evaluation, and Communication Systems), a version of PPBS developed and pilot tested at CASEA between 1969 and 1972. Information about the consequences of SPECS on school organizations and students will form the basis for generalizations that can be applied to the other forms of PPBS. The SPEC system was developed in an effort to avoid the dysfunctional aspects of PPBS while capitalizing on the more positive aspects of it. Because of the complexity of PPB systems, SPECS cannot be conveyed to school personnel or implemented solely by self-instructional textbooks and manuals. Its implementation requires a two-step instructional flow, instead, and materials have therefore been developed for training consultants. The material may be used by consultants when working with school district personnel.

PROGRAM NAME

Management Implications of Team Teaching (MITT)

INSTITUTION

Center for Educational Policy and Management (CEPM), Research and Development Division (CASEA), University of Oregon

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Since December 1972, MITT project members have been developing research tools, instruments, designs, position papers, concepts, and data on the consequences of team teaching. These tools are in various stages of readiness. Data collection, which will continue for three school years, begins in April 1974. The research program will follow the efforts of 20 elementary schools as they implement team teaching. Team-teaching operations are expected to depart fundamentally from the conventional mode of organization and to constitute a fundamental change in the work structure. Dependable information is lacking about long-term organizational implications and consequences and this study will attempt to rectify this situation. A smoothly coordinated battery of instruments has been developed to measure 1) salient characteristics; 2) relevant features of the control structure of the school and school system; 3) consequences of team teaching for school faculties; and 4) variables that predict the emergence of team teaching. Incorporating these data into a longitudinal research design will clarify the conditions and forms of team teaching and its effect on the control structure, the work structure, and the social system of the schools.

Among the products emanating from this program are 1) a prospectus and RAMP (resource allocation and management plan) published as a single publication in September 1973; 2) The Process of Planned Change in the Schools' Instructional Organization, a monograph by W. W. Charters, Jr., et al., $3; 3) Measuring the Implementation of Differentiated Staffing, a monograph by W. W. Charters, Jr., $3; and 4) "Barriers to the Innovation Process: Four Case Studies of Differentiated Staffing," by W. W. Charters, Jr., and Roland J. Pellegrin, Education Administration Quarterly, Vol. 9, No. 1, 1972, available free in reprint form.

(All publications available from the CEPM Publications Department, 1472 Kincaid, Eugene, Ore., 97401.)

PROGRAM NAME

Toward an Educational System Articulated with Adult Society (TESAAS)

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

Page 219

ANTICIPATED-PRODUCT LINKS

Pages 459, 460, 461

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

A major problem emerging in career education involves establishing a framework and procedures for achieving articulation between the educational system and adult society. The "Work Analysis, Description, and Classification" component of the TESAAS program will develop a framework and procedures for transforming information from the work domain into information applicable to educational problems. This component will begin from previous work undertaken at the Center in the field of "ergometrics."

The "Test Development" component will transform the outputs from the Work Analysis Component into two products: an Activity Preference Questionnaire and an Occupational Awareness Test. The "User Services" component will develop computerized scoring, data processing, and reporting procedures. This component will incorporate and integrate all work analysis instruments, the work descriptors, the occupational cluster structure, and two tests developed in the TESAAS program. In addition, it will provide scoring and reporting support for the Occupational Exploration and Guidance System. The "Occupational Exploration and Guidance" component will adapt, incorporate, and integrate completed products from the Work Analysis and Test Development components into a systematic, quantitatively based occupational exploration and guidance system. The products to be employed from the other TESAAS components include the work descriptors, the taxonomic framework, and the two tests. In addition, the system will be designed to employ data from standardized aptitude tests and from selected interest and need inventories.

PROGRAM NAME

National Project for Coordination of Career Education Professional Personnel Development

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

Pages 220, 221

ANTICIPATED-PRODUCT LINKS

Page 462

SPONSORING AGENCY

U.S. Office of Education

PROGRAM ABSTRACT

This program is based on the overall and encompassing directive of legislation (Section 553, Part F, EPDA) for providing opportunities for vocational education personnel and other personnel concerned with vocational education to strengthen programs focused on career education. The Center program is concerned with training directed specifically to the EPDA Coordinator and the State Director of Vocational Education.

Recent activities of the program include the continued publication of the Career Education Communicator newsletter; the conduct of a National Invitational Conference on "Leadership for Change" attended by top-level management personnel in state divisions of vocational education; the dissemination of an informational brochure describing 12 conferences or series of conferences on professional development to be held during 1974; and the publication of two more reports in the Career and Vocational Education Professional Development report series of the Center.

PROGRAM NAME

Dynamic Analysis and Strategic Planning

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Pages 456, 457, 458

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Occupational education is faced with a problem: the lack of congruence between the strategic aims of education related to occupational proficiency and the attainment of these aims. Every recent major set of educational aims includes preparation for occupational proficiency. However, there is no common agreement on what constitutes adequate preparation, where it should be offered, the goals it should obtain, and the clientele it should serve. The lack of congruence between educational aims and attainment is symptomatic of inadequate planning for the systematic translation of aims into action. If education is to maintain its place in the priority of public concerns, it must modernize its institutional decision-making capabilities to define problems, formulate decision situations, evaluate alternatives, and take action designed to attain the strategic aims of human development-- social and economic growth. The capability for analysis is intrinsic to strategic organizational decision-making. Dynamic analysis, as a developmental strategy, is defined as a systematic approach to assisting a decision maker in choosing a course of action by identifying, obtaining, and providing useful dynamic information for formulating and judging decision alternatives.

The Dynamic Analysis and Strategic Planning program will build from a basic model that expands the CIPP framework into a simulatable model. Working closely with user groups, a series of product modules will be developed that may be used either individually or jointly as planning tools. The end result of the program will be the development of a strategic planning capability within a state agency for education. More immediately, the program's efforts will concentrate on research and development necessary for building a dynamic model of regional population, employment, and fiscal trends. The model is expected to have utility in furthering the understanding of the contextual demands impinging on planners of occupational education programs.

PROGRAM NAME

Special Services Projects

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

Pages 213, 214, 215, 216, 217, 218

ANTICIPATED-PRODUCT LINKS

Page 455

SPONSORING AGENCY

State departments of vocational education; publically supported two-year colleges; accrediting agencies

PROGRAM ABSTRACT

The Center for Occupational Education carries on the following projects under its Division of Special Services.

- -- Study of Vocational Maturity
- -- Concerted Services in Training and Education Reports
- -- Report on Problem Areas in Occupational Education for the 1970s
- -- National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas
- -- Occupational Education in Areas of Social and Economic Transition
- -- Study of Supply and Demand for High School Vocational Teachers in Three Southeastern States
- -- Report on the Improvement of Policy-making at the State Level for Vocational Education

PROGRAM NAME

Development of a Student Follow-Up System

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Department of Career Development, Washington, D.C., Public Schools

PROGRAM ABSTRACT

Perhaps no other educational information is ultimately more important than that pertaining to the contribution of career education to the success of its products (graduates) on the job. The stated purpose of this program is to reduce uncertainty concerning the relative contribution of various education and socioeconomic factors to productive career decisions and job satisfaction.

The Washington, D.C., public schools were chosen as the site for the examination of the factors mentioned above. The procedures being used are:

1. Assessment of the informational needs pertaining to the occupational success of former students.
2. Personal interviews of a random sample of students leaving the D.C. school system in 1968, 1970, and 1972.
3. Analysis of the information obtained in the interviews.
4. Drawing of implications for career education planning.
5. Evaluation of the present student follow-up practices, including modification where needed.
6. Testing of the interview instrument to determine its wider utility.

There will be four products of this program: 1) a needs analysis and item response analysis of the presently existing survey instruments being used by the D.C. schools; 2) a personal interview survey instrument designed for in-depth study of the relative effects of educational and other variables on an individual's career patterns after leaving school; 3) a mail-out survey instrument to be used for collecting follow-up data relevant to the informational needs of the Department of Career Development and other units of the D.C. schools; and 4) a comprehensive analysis of the data collected.

PROGRAM NAME

Development of a Model Subsystem for the Implementation of Section 553, EPDA, in State Agencies of Vocational Education

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Education

PROGRAM ABSTRACT

The objectives of this Center program are:

1. To develop and test a procedure for training professional personnel in conducting needs assessment in career and vocational education.
2. To identify and delineate the professional roles of top-level supporting leadership personnel in state divisions of vocational education.
3. To produce a set of criteria for assessing the extent to which teacher education institutions in a selected U.S. Office of Education region have designed programs to prepare professional personnel for rural areas.
4. To identify and delineate the major issues and problems of enhancing the status of women in work roles in American society.
5. To develop a manual for training directors of postsecondary occupational education institutions.

Work is being carried out at the Center to meet the first three of these objectives. Activities to meet Objectives 4 and 5 have been undertaken, under the direction of the Center program personnel, by TERC (Technical Education Research Centers) in Washington, D.C., and the Southern Association of Colleges and Schools, respectively.

PROGRAM NAME

Revision of the Supplement to the *Dictionary of Occupational Titles*, Third Edition

INSTITUTION

Center for Occupational Education, North Carolina State University

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Department of Labor

PROGRAM ABSTRACT

In 1976, a new, fourth edition of the *Dictionary of Occupational Titles* will be published. To make the new edition of the *DOT* more meaningful and relevant to current jobs, the Center is rating the nearly 14,000 job definitions in the third edition on the amount of reasoning, mathematics, and language development required in each job. These subfactors will appear in addition to the GED (general education development) ratings now used in the *DOT*.

Thirty raters have completed their assignments, and the ratings are being reviewed by program staff members. The GED factor and subfactor ratings will be entered on magnetic tape containing job titles, industry designations, codes, worker traits, group page numbers from the third edition, and specific vocational preparation and working conditions ratings. This tape will be used to develop a printed revision of the *DOT* supplement "Selected Characteristics of Occupations (Physical Demand, Working Conditions, Training Time)." This document will be available as a part of the new *DOT* in 1976 from the Manpower Administration, U.S. Employment Service, U.S. Department of Labor.

PROGRAM NAME

Determining Effective Governance Structures, Processes, and Participants

INSTITUTION

Center for Research and Development in Higher Education, University of California, Berkeley

COMPLETED-PRODUCT LINKS

Page 257

ANTICIPATED-PRODUCT LINKS

Pages 472, 473, 474, 475, 476

SPONSORING AGENCY

National Institute of Education; Ford Foundation; National Science Foundation; Fund for Improvement of Postsecondary Education, H.E.W.; and Carnegie Corporation

PROGRAM ABSTRACT

The structures and processes for governing higher education are under severe criticism by those within the institutions (students, faculty, administrators, trustees) and without (politicians, special-interest groups, news media, and citizens). This program deals with several crucial aspects of governance, from internal arrangements for individual campuses to the influence on institutions of state planning, coordinating boards, and state budget and audit offices. By concentrating effort and organizing components concerned with these problem areas, the Center is producing and will continue to produce guidelines, models, and knowledge beneficial to higher education institutions and to policy-making officials at the various levels of government.

The long-range objectives are to identify critical variables in organizational structures, in processes employed, and in kinds of people involved in successfully governed institutions and systems of institutions. Models, sets of guidelines, evaluative instruments, and procedural manuals for conducting internal governance are the direct developmental products.

PROGRAM NAME

School Organization

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

COMPLETED-PRODUCT LINKS

Pages 119, 292

ANTICIPATED-PRODUCT LINKS

Pages 363, 364, 365, 366, 367, 368, 483, 484

SPONSORING AGENCY

National Institute of Education; and Department of Health, Education, and Welfare

PROGRAM ABSTRACT

The objective of the School Organization Program is to provide a scientific basis for the development of new organizational forms for elementary and secondary schools that will benefit the academic and nonacademic development of students. The new organizational froms are modifications of a) the reward structure, b) the task structure, and c) the authority-control structure of schools. To accomplish these objectives, research studies to be conducted are: 1) a longitudinal field survey of 35 schools that differ in their authority structures (open versus traditional schools); 2) analysis of test score data over time for large samples of students; 3) experimental studies of attendance monitoring and responses in a single school; 4) experiments with alternative methods of determining report card grades; 5) classroom experiments with student-team instructional techniques that vary the reward and task interdependencies among students; and 6) secondary analysis of large scale surveys of peer group processes in schools. The strategy is to conduct empirical studies of organizational variations in schools to produce three kinds of reports: 1) scientific findings of specific relationships between selected organizational and important student ourcomes, together with analyses of the interpersonal mechanisms that contribute to the relationships; 2) analyses of the practical implications of the research findings, including examples of the types of school programs likely to capitalize on the relationships identified; 3) contributions to a general theory of the social organization of schools, emphasizing how different organizational properties of schools interact with one another and with prominent individual differences among students to produce important student outcomes.

PROGRAM NAME

Schools and Maturity

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

COMPLETED-PRODUCT LINKS

Pages 120, 121

ANTICIPATED-PRODUCT LINKS

Pages 369, 370, 371

SPONSORING AGENCY

National Institute of Education; and Department of Health, Education and Welfare

PROGRAM ABSTRACT

This program is concerned with the development of dispositions and attitudes that permit a person to function effectively on his own and in interactions with others, and to contribute to the maintenance of the social system. Such values and attitudes are consistent with "psychosocial maturity." The objectives of the program are to 1) develop a conceptually sound model of psychosocial maturity; 2) devise a developmental (age-related) scale based on this model for assessing growth in psychosocial maturity over the school years; and 3) initiate research on the effects of the school, the family, and the peer group on the development of psychosocial maturity. The strategy of the program is to conduct theoretical and empirical research (including research based on longitudinal designs) that leads to practical outcomes. A major outcome will be a model of psychosocial maturity whose main categories can be used by schools as a framework for analyzing or selecting nonacademic goals of education. Furthermore, the specific content of the model will identify a set of dispositions and attitudes that does in fact develop over the school years and is therefore amenable to educational influence. A second major outcome will be a reliable, validated instrument that can be used to assess children's growth in maturity over the school years and the relative efficiency of different schools in promoting such growth. A third outcome will be the identification of school attributes, family characteristics, and peer group characteristics that have a positive influence on the development of psychosocial maturity.

PROGRAM NAME

Careers and Curricula

INSTITUTION

Center for Social
Organization of Schools,
The Johns Hopkins
University

COMPLETED-PRODUCT LINKS

Pages 222, 223, 224, 225

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The general goal of this program was to explain and organize the knowledge of vocational behavior from birth to death by exploring a theory of careers, and to create vocational devices, plans, and systems to help people adapt more successfully to vocational problems. So far, the theory has been strengthened by more than 100 empirical tests and has led to some useful practical outcomes: 1) a comprehensive occupational classification scheme; 2) a self-directed vocational guidance device (The Self-Directed Search); and 3) a self-directed guidance system (The Self-Directed Career Program).

PROGRAM NAME

Academic Games

INSTITUTION

Center for Social
Organization of Schools,
The Johns Hopkins
University

COMPLETED-PRODUCT LINKS

Pages 293, 294

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The primary objective of the Academic Games program was to provide knowledge leading to the development of sound learning theory and to the optimal use of simulations and games in the classroom. The Academic Games program involved the following general scope of work. 1) Extensive work in developing a theoretical framework to guide subsequent research with simulation and games. 2) Research with simulation and games, guided by theory and designed to provide practical information for teachers and game designers. This included the development of an instructional model for game use, the investigation of attitude change and role playing in game situations, and the investigation of problem-solving behavior and social skills as evidenced in game situations. 3) Dissemination of quality research on simulation and games.

PROGRAM NAME

Program for Research on Objectives-Based Evaluation (PROBE)

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

COMPLETED-PRODUCT LINKS

Pages 351, 352

ANTICIPATED-PRODUCT LINKS

Pages 372, 522

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

PROBE is concerned with an important information need of educational decision-makers: the assessment of student progress in educational programs. Currently used standardized achievement tests are not sufficient since their primary application has been for selecting students, rather than for evaluating the contribution of instructional programs to student progress. For most evaluation purposes a different kind of instrument is needed, one that is constructed to measure the learning objectives of a particular program or instructional sequence. To meet this need PROBE has sponsored the development of an objectives-based system for assuring that the content of tests used to generate information for decision requirements-- such as the evaluation of school programs, the allocation of resources, the determination of accountability, or the management of instruction-- actually would measure what the educational system, school, or classroom teacher was committed to accomplishing. This system, in the area of reading, is called SOBAR.

SOBAR contains three major elements: a classification system that organizes the domain, a comprehensive bank of learning objectives, and pools of assessment items for each of the objectives. A user's guide and other support materials also were developed.

SOBAR-Español, a parallel system in Spanish, currently is under development. Other PROBE activities include the investigation of system implementation and the interaction with instructional (teacher) variables, and basic research on criterion-referenced measurement.

PROGRAM NAME

Evaluation Technologies Program

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

COMPLETED-PRODUCT LINKS

Pages 122, 123, 124, 125, 144, 145, 160, 161, 351, 353, 359

ANTICIPATED-PRODUCT LINKS

Pages 373, 414, 415, 444, 522, 523

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

One important way of effecting improvement in education is through valid and meaningful evaluation. This belief is exemplified by the evaluation requirements mandated in many of the federally sponsored educational endeavors. These mandates, and other like them at the state and local levels, provide for external evaluations of the educational system. But internal evaluations, providing self-knowledge, may be the more dramatic way to effect improvement that will be internalized and implemented. This program's objective is to increase the number of trained people who can conduct effective educational evaluations. The vehicles by which this objective will be met on a massive scale include the development, production, and implementation of training manuals (self-instructional packages) and training modules (group-instructional packages or workshops). The training manuals include self-instructional kits for doing evaluations and test evaluation books for selecting test instruments. The training manuals include two series of products. The first is associated with the Center's evaluation model, while the second provides indepth instruction in selected topics related to the model. The training products and basic research supporting their development are designed to help teachers, administrators, curriculum developers, special-project staffs, members of state departments of education, and federal officers increase their skills in educational evaluation, and in doing so, decrease the gap between the number of persons who can perform evaluation functions and the number of people needed to do so.

PROGRAM NAME

Management Information System for Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 226, 227, 228, 229, 230

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

To respond to the changing career preparation needs of our society, vocational educators must have accurate and complete data for program evaluation and planning. The goal of the Management Information System for Vocational Education (MISVE) program is to produce a transportable management information system for vocational education. It will provide state divisions of vocational education with the capability of gathering, analyzing, and reporting data on priority concerns in program planning, reporting, and evaluation. MISVE will consist of the following products: 1) a conceptual model for use in evolving management-decision data needs; 2) a data set derived from the set of goals and objectives most common in state divisions of vocational education; 3) data collection instruments; and 4) a computer program subsystem.

An effectively adapted and operated MISVE can make state, regional, and local educational delivery systems much more responsive to current and anticipated employment opportunities, improve the probability that students are receiving relevant career preparation, and help reassure the taxpayer and his representatives in all levels of government that career preparation is being guided rationally with appropriate concern for cost effectiveness.

PROGRAM NAME

Performance-based Professional Education Curricula

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 231, 232, 233

ANTICIPATED-PRODUCT LINKS

Page 463

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Further improvement of vocational teacher preparation is considered essential to more effective teacher performance. This program is directed toward improved performance by teacher educators in preparing teachers for more effective roles in career education. It focuses on three principal conditions that seem to be associated with present limitations in teacher educator performance. First, teacher educators have not had access to a systematic performance analysis of vocational teacher roles. Second, teacher educators have not generally been able to work flexibly with individual student-teacher needs. Third, resources that could have been applied to individual needs have been exhausted in repeating courses throughout all the vocational education fields even though many competencies are common to all.

Program products consist of approximately 120 modules (learning packages), designed to be used with persons preparing for, or engaged in, vocational teaching regardless of service area. Each module is designed to assist teachers in developing specified teaching competencies. Thus, modules may be selected to correspond with a teacher's anticipated responsibilities or immediate inservice needs.

When used in the prescribed manner, the modules will enable teacher educators to improve the preparation of teachers for the roles of developing student career skills, knowledge, and attitudes. Individual needs of student teachers can be responded to and resources of time and material can be used more economically where and when they are most needed.

PROGRAM NAME

Methods for Curriculum Content Derivation

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 234, 235

ANTICIPATED-PRODUCT LINKS

Page 464

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Effective career education programs depend heavily on the development of performance-based, career preparation curricula. The usefulness of a curriculum for preparing students for careers depends on its reflecting accurately the occupation being studied. Presently curriculum planners must identify and select materials from numerous sources describing a variety of jobs to cover any one occupation. The problem is repeated with each new occupation in a course of study.

The basic output of this research and development program will be a set of user manuals. The manuals will contain explicit, detailed directions and procedures along with illustrative materials to enable developers to identify timely and relevant curriculum content for students. Developers also will be able to select from the relevant content that which is critical and most warrants some formal training prior to the students' employment. The manuals will be especially important for curriculum development in new or emerging occupations and the critical content for curriculum.

In assisting the curriculum developer, the manuals provide guidelines for determining the performance situation for which the students are to be prepared, the job content, task inventories, and features of the task to be emphasized in the students' instructional program. Accompanying these procedures will be a set of guidelines to enable developers to use available performance data to prepare performance objectives.

PROGRAM NAME

Career Planning Support System

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 236, 237, 238

ANTICIPATED-PRODUCT LINKS

Pages 465, 466

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The need to further improve high school career guidance programs is supported by research and experience. A survey completed in 1968 by the Center has empirically documented many earlier national concerns about high school guidance programs. They include needs for 1) a systematic delivery model; 2) strategies for assisting students in their transition from school to work; 3) unique guidance tools for special groups; 4) new instruments for assessing career development; and 5) program evaluation procedures.

The Career Planning Support System (CPSS) will provide a field-tested package containing the tools, materials, procedures, guidelines, and strategies needed by school personnel to use a systems approach to design, implement, and evaluate their own career guidance program. In addition to providing a core procedural system for upgrading a guidance program, CPSS will incorporate provisions for special groups (e.g., blacks and women) and for assisting students in their transition from school to work.

The final outcome of this program will provide administrators, teachers, counselors, and students with the capability to upgrade their career guidance services. In addition, the vocational development of special groups will be supported and strategies designed for easing the school-to-work transition.

PROGRAM NAME

Career Education Product Installation Handbook

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 239, 240

ANTICIPATED-PRODUCT LINKS

Page 467

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The impact of educational research and development will increase if the time lag from application to practice is reduced. To shorten this time lag and assist those who install career education products in the schools, this program is developing the Career Education Product Installation Handbook (CEPIH). The CEPIH is to be developed for change advocates on national, state, and local levels and in more than one version should the advocates' performance needs require it. A committee of eight persons, knowledgeable about career education installation, will guide the development of CEPIH; it will be used in field sites, and simulation tested under controlled conditions before its final revision.

In formulating diffusion and installation strategies, the CEPIH will provide guidelines for: 1) assessing clients' norms and likely reactions to products under consideration; 2) estimating the likelihood of positive or negative reactions to tactics used by the change advocate; and 3) evaluating the characteristics of career education innovations. The level of effectiveness of persons responsible for installing career education products will raised through use of the Career Education Product Installation Handbook.

PROGRAM NAME

Career Education Program

INSTITUTION

The Center for Vocational
and Technical Education,
The Ohio State University

COMPLETED-PRODUCT LINKS

Pages 241, 242, 243, 244

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

The primary motive for developing career education is that large numbers of students graduate or leave school either unable or ill-equipped to enter the world of work. The concept of career education has evolved as a result of 1) redirected educational goals, 2) educational legislation, and 3) research in human development.

Career education represents a systematic effort to increase the career options open to students and to facilitate more rational and valid career planning and preparation.

Career education is viewed as a developmental process that begins with the entry of the child into kindergarten and continues into the adult years. The student progresses from awareness and orientation to exploration and skill development in a continuous advancement toward a career.

The Center has completed activities with six local education agencies to design and implement new educational strategies for a comprehensive school program, K-12, focused on careers.

The program represents a systematic effort to build a curriculum around a career development theme. The model encompasses all age levels; utilizes community resources; and calls for involvement on the part of business and industry, parents, school personnel, and the community. A major goal of the model is to prepare each student in the existing program for further career development and for immediate employment.

PROGRAM NAME

EDC African Programs

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 162, 163, 164

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

African Art and Culture:
Ford Foundation

African Mathematics and
African Primary Science:
U.S. Agency for International
Development

PROGRAM ABSTRACT

1. African Art and Culture.
   Curriculum materials for students, grades 4-6, have been developed to immerse students in the lifestyle, customs, beliefs, and history of four African societies.

2. African Mathematics Program.
   Under the auspices of the African Mathematics Program, African and American mathematicians and educators have cooperated over the past several years in the preparation of materials for use in primary and secondary schools and in teacher training colleges of 10 English-speaking African countries.

3. African Primary Science Program.
   This program was established after a meeting in 1965 in Kano, Nigeria, to assist African countries in the development of science curricula. Classroom materials, including teachers' guides, pupils' books, and a science library series, were prepared and adapted in Primary Science Centers in Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Tanzania, and Uganda. Over 50 units are being used in African primary schools.

PROGRAM NAME

Algerian Technology Program

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Algerian Government

PROGRAM ABSTRACT

Algeria's master development plan calls for the establishment of an institute for training the personnel (technicians, engineers, and applied research personnel) who will operate an extensive plastics industry under construction. EDC and a group of six American universities have been asked to formulate the institutional development process for the training institute, a complete curriculum at all levels, the laboratories' equipping needs, and a plan for program implementation. The end result of this charge, the Phase I Report, will be printed in English and French.

For more information, write:

Algerian Technology Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PROGRAM NAME

Kabul Afghan-American Program

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Agency for International Development

PROGRAM ABSTRACT

A consortium of universities was formed to assist the Royal Government of Afghanistan in developing an appropriate College of Engineering. The consortium worked for 10 years to train and assemble a competent young staff of Afghan engineering educators, to provide them with the laboratories and tools of the trade, and to modify a western curriculum to the needs of Afghanistan.

For more information, write:

Kabul Afghan-American Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PROGRAM NAME

Kanpur Indo-American Program

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Agency for International
Development

PROGRAM ABSTRACT

In June 1972, the 10-year institutional development program at the Indian Institute of Technology at Kanpur ended, as planned. During that period the Institute grew from a first-year class of 150 students and 30 Indian faculty, resident in borrowed quarters, to a modern campus with extensive facilities for 1,300 undergraduates, 700 graduate students, and a faculty of 250 Indian nationals. It is noteworthy that of these, about 100 are Indians who returned from abroad.

During the course of the Program, more than 100 faculty members from the supporting consortium institutions worked with the Indian faculty and administration for periods ranging from one to three years, or more.

For more information, write:

Kanpur Indo-American Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PROGRAM NAME

EDC Engineering-related Programs

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 258, 259, 260

ANTICIPATED-PRODUCT LINKS

Page 477

SPONSORING AGENCY

National Committee for Electrical Engineering Films and the Semiconductor Electronics Education Committee: National Science Foundation

National Committee for Fluid Mechanics Films: National Science Foundation and U.S. Office of Naval Research

Single Concept Films on Materials Science/Engineering: Pennsylvania State University

PROGRAM ABSTRACT

1. National Committee for Electrical Engineering Films.
   The committee was formed in 1962 to produce a series of college-level films, primarily in the fields of electromagnetic theory and circuit theory.

2. National Committee for Fluid Mechanics Films.
   This program began in 1961 to produce films that provide experimental demonstrations of fundamental concepts and applications in fluid mechanics. The films cover a wide selection of topics for use in many different disciplines, including engineering, physics, mathematics, meteorology, and physiology. The program has completed production of 22, 16mm sound films and 133 silent 4-minute cartridge loops.

3. Semiconductor Electronics Education Committee.
   This committee, composed of representatives from 16 academic and 8 industrial organizations, has completed its work on a program for undergraduate students in electrical engineering. Taking transistors as the major representative in the field of semiconductor physics, the committee prepared a teaching program that explains and demonstrates introductory semiconductor physics, principles of semiconductor devices, and important features of electronic circuit design employing semiconductor devices.

4. Single Concept Films on Materials Science/Engineering.
   The EDC Film Studio is preparing three films dealing with some aspects of the electrical characterization of solids. The films are part of a broader effort to provide motion picture teaching aids for the improvement of upper-class curricula in materials science. Aimed at the smaller institutions, the program will help those departments that cannot afford to specialize.

PROGRAM NAME

Role of Women in American Society

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 445

SPONSORING AGENCY

National Institute of Education; Department of Health, Education, and Welfare; Ford Foundation

PROGRAM ABSTRACT

The Role of Women in American Society is a film-based curriculum aimed primarily at high school students but with applications at older and younger age levels. The issues dealt with in the material are those surrounding the critical decision points in women's lives. The intention is to help students examine these issues so they will be able to make more informed decisions in their own lives. Films will be used as the basis for group discussion, student activities (both in and out of the classroom), background research, and reports and presentations in a range of media.

PROGRAM NAME

EDC Biology Films

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 261, 262

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Developmental Biology Film Program: National Science Foundation

Molecular Biology Films: Education Research Center, Massachusetts Institute of Technology

PROGRAM ABSTRACT

1. Developmental Biology Film Program. This series of films is designed to provide supplemental teaching units for use in colleges or universities. Each film illustrates a principle, problem, or process drawn from classical descriptive embryology, experimental morphogenesis, and recent experiments. Thematically related, the films fall into two main categories: morphogenetic movements and cyto-differentiation.

2. Molecular Biology Films. A series of experimental computer-generated films were produced in 1969 at Education Research Center, M.I.T., by Joel de Rosnay and David Barry.

PROGRAM NAME

Elementary Science Study

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 167, 168, 298, 299

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Science Foundation

PROGRAM ABSTRACT

In 1960, the Elementary Science Study began developing materials for teaching science from kindergarten through eighth grade. The work of the project involved over 100 educators in the conception and design of its units of study.

PROGRAM NAME

Cambridge Conference on School Mathematics and Unified Science and Mathematics for Elementary Schools

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Page 169

ANTICIPATED-PRODUCT LINKS

Page 417

SPONSORING AGENCY

National Science Foundation

PROGRAM ABSTRACT

The Cambridge Conference on School Mathematics took place in 1963 and was attended by prominent mathematicians concerned with mathematics education, K-12. Subsequent conferences covering teacher education and the correlation of elementary science and mathematics took place in 1966 and 1967.

The Unified Science and Mathematics for Elementary Schools (USMES) was formed in response to the recommendations of the 1967 Cambridge Conference. USMES has been developing interdisciplinary units in elementary school classrooms since 1970. The units can be used as a core curriculum for science, mathematics, and social studies. USMES development and implementation schools are located in seven states across the country. Four colleges and universities have USMES preservice and inservice courses. District-wide implementation is being carried out in Lansing, Mich.

PROGRAM NAME

American Meteorological Society Film Program

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Page 206

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

American Meteorological Society

PROGRAM ABSTRACT

The American Meteorological Society has produced a series of films to supplement and strengthen the meteorology portions of secondary school earth science courses and to provide resource materials at the introductory college level.

PROGRAM NAME

Computer and Laboratory
Calculus Project

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 478

SPONSORING AGENCY

National Science Foundation

PROGRAM ABSTRACT

A group from the Education Research Center at M.I.T., now housed at EDC, has developed a course in calculus designed to make calculus useful to many students who now consider it beyond their grasp. The only prior knowledge the course requires is simple arithmetic and the basic principles of algebra. The course uses an intuitive, hands-on approach; involves a laboratory to demonstrate and apply calculus concepts; and instructs students in the use of computers for investigating the properties of functions, limits, and operations. There is a set of optional units running parallel to the course proper. For students with deficiencies in their mathematical backgrounds, there is a set of optional units running parallel to the course that discusses the relevant noncalculus topics. Inhouse trials of the course with students from a variety of schools have been successful. During 1973-74, EDC is conducting a test of this course in 8 schools involving about 50 students in each school. The test will include community colleges, colleges for minority groups, women's colleges, and technical institutes.

PROGRAM NAME

U.S. Metric Study

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. National Bureau of Standards

PROGRAM ABSTRACT

EDC's U.S. Metric Study is concerned with the effects of increasing worldwide use of the metric system on education in the United States. Its purpose is to present the educational advantages and disadvantages of both the metric and the customary systems of units; to determine the current usage of metric measurements in schools, and trends in that usage; to find ways in which education would have to change as the United States accommodates to increased worldwide use of the metric system, under a planned national program or without such a program, and to estimate the costs of the changes; and to make recommendations for ways in which to take best advantage of the changes.

A report that examines the role of education, including problems and opportunities, in a national change to metric is available for $1.75, prepaid, through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. (Order Number C 13.10:345-6.)

PROGRAM NAME

Individual Lectures Film Project

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Page 263

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Mathematical Association of America

PROGRAM ABSTRACT

The Individual Lectures Film Project of the Mathematical Association of America has produced six university-level mathematics films intended primarily for upper-class mathematics majors, but not for direct classroom use. An earlier MAA project, the Committee on Educational Media, produced 28 films directed at several levels: secondary school, college and university, and advanced study. The films produced at EDC are intended to increase the educational usefulness of this earlier series, entitled "Mathematics Today."

For more information about the complete program, write:

A.B. Willcox, executive director
Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

PROGRAM NAME

Arithmetic Project

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Page 300

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Carnegie Corporation of New York; National Science Foundation

PROGRAM ABSTRACT

The University of Illinois Arithmetic Project was established in 1958 to develop topics in mathematics for elementary school children and their teachers. To introduce these topics to teachers, the project has completed a course that can be conducted entirely by local school personnel.

The course package consists of films showing mathematics being taught to classes of children, written lessons that teachers can do between institute sessions, film summaries, and supplementary materials providing further mathematical exposition and suggestions for the classroom. Extensive discussion notes and detailed guides for correcting written lessons are supplied to those conducting institutes.

Arithmetic Project course materials recently have been revised for more convenient use at both the preservice and inservice levels. The program is available to school systems in a 20-week sequence, which may be given in two parts. A 15-week sequence has been prepared especially for college courses. An introductory workshop package is available to acquaint teachers and school administrators with the program; a film, materials for participants, and instructions for conducting a one and one-half hour workshop are included.

PROGRAM NAME

Physical Science Group

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 170, 171, 207, 264, 265, 266, 267, 268

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Science Foundation

PROGRAM ABSTRACT

The Physical Science Study Committee originated the high school physics course that has now been revised several times. The same group was responsible for the IPS program for junior high schools and several college-level programs to support the teaching of PSSC and IPS.

PROGRAM NAME

Math/TV Program

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 418

SPONSORING AGENCY

United States Office of Education; Carnegie Corporation of New York; National Science Foundation; and others

PROGRAM ABSTRACT

EDC's new educational program in mathematics will involve both television (to demonstrate the power of mathematics in an exceedingly broad range of applications), and hands-on materials (to give students active, highly personal experience with concepts and techniques). Instead of stressing just rote skills, the program will emphasize the uses of mathematics in realistic situations, putting mathematics into practical and interesting contexts. In other words, the program will teach quantitative thinking rather than just arithmetic.

The following list, along with certain problem-solving methods, constitutes the objectives of the program:

1. Counting and ordering; the number system; decimal notation and powers of 10; very large and very small numbers; arithmetic with small integers;
2. Concept of measurements, units of measurement;
3. Ability to make reasonable, off-the-cuff estimates;
4. Concept of size-scaling and mapping; the underlying concept of ratio;
5. Graphs in one dimension (number lines); and in two dimensions (crossed number lines).

Material from three broad areas not ordinarily part of the mathematics curriculum will be introduced: science, technology, and the arts. Topics in these fields can act as vehicles to convey mathematical concepts to students.

An ongoing evaluation will be maintained through all stages of the program, from the beginning of the first pilot study through the production of all television and non-broadcast materials. Results of this evaluation will continuously guide program design and production.

PROGRAM NAME

EDC Social Studies-related Programs

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 165, 166, 203, 204, 205

ANTICIPATED-PRODUCT LINKS

Pages 416, 446, 447, 448

SPONSORING AGENCY

People and Technology and Conflict and Change: National Endowment for the Humanities.

Man: A Course of Study and Exploring Human Nature: National Science Foundation.

Exploring Childhood: National Institute of Mental Health; Office of Child Development.

From Subject to Citizen: Ford Foundation; Carnegie Corporation of New York.

Black in White America: Ford Foundation; Danforth Foundation; Carnegie Corporation of New York.

PROGRAM ABSTRACT

1. People and Technology.
   This year-long program for students, grades 5-7, endeavors to address children's concerns about proliferating technology by allowing them to explore its relationship to human needs.

2. Man: A Course of Study.
   This course introduces students, grades 5-7, to the study of human behavior. Using film, simulations, and a variety of carefully designed books and exercises, children examine such topics as life cycle, adaptation, innate behavior, learning, parental care, aggression, social structure, and communication.

3. Exploring Childhood.
   In this program teenagers work with young children while learning about child development.

4. Exploring Human Nature.
   This year-long, interdisciplinary course introduces high school students to a variety of perspectives on human behavior drawn from biology, psychology, sociology, and anthropology.

5. Conflict and Change: Athens and Sparta in Confrontation.
   During this six- to eight-week program, students analyze the values, beliefs, and lifestyles of the societies of fifth-century B.C. Athens and Sparta. The central question of the program is: To what degree does war transform society?

6. From Subject to Citizen.
   Power and powerlessness are the themes of this year-long course for grades 8 to 12 that explores aspects of British and American political experience. A primary goal of the course is the development of conceptual thinking.

7. Black in White America.
   The study of the black experience in America is presented to high school students through the voices, actions, and feelings of black people.

PROGRAM NAME

Protocol Materials for Teachers

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Pages 296, 297

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Education, National Protocol Project

PROGRAM ABSTRACT

How can dialog among people of different backgrounds and diverse points of view be used as the basis for creating a learning community and for changing the nature of schooling? Two film-based programs, developed for use primarily in inservice and preservice teacher education under a grant from the U.S. Office of Education (National Protocol Project), are based on the assumption that diversity should be valued as a positive resource.

PROGRAM NAME

Leadership and Learning Cooperative

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Sloan Foundation; Ford Foundation; and the Permanent Charity Fund

PROGRAM ABSTRACT

This program is developing plans to assist in the training and continuing education of school principals. The principal is a key person in the development of a productive and supportive environment for both teachers and learners. It generally is recognized that very few resources currently exist to help principals be more effective in this demanding role. In trying to meet this need, the program staff is 1) acquainting itself with programs in existence; 2) developing other elements that, after staff consultation with administrators in the area, seem to be valid; and 3) attempting to build a program that is differentiated according to the needs and problems currently facing principals.

PROGRAM NAME

Open Education Advisory

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Principal financial support from school systems

PROGRAM ABSTRACT

The Open Education Advisory is a resource staff of 20 persons with varied competencies and experiences available for both school personnel and communities locally and nationally interested in moving toward open education. The Advisory provides individualized assistance to interested teachers of elementary and secondary schools, and extra-school situations, as they establish their own form of open education or an open classroom.

PROGRAM NAME

Open Education Follow Through Program

INSTITUTION

Education Development Center Center, Inc.

COMPLETED-PRODUCT LINKS

Page 295

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Education

PROGRAM ABSTRACT

The EDC Open Education Follow Through Program is among the 20 agencies involved as educational sponsors in a program administered by the U.S. Office of Education to extend the benefits of Head Start into elementary schools. The EDC Program is developing an advisory system to help schools fashion a more flexible and open program at the primary level.

At present, EDC Follow Through advisors are working with teachers, parents, and administrators of schools in 10 communities, providing assistance in teacher training, in the development and acquisition of new materials for primary education, in the inclusion of parents in decisions concerning their children's education, and in setting up teacher/resource centers. The 10 communities are: Laurel, Del.; Washington, D.C.; Chicago, Ill.; Roxbury, Mass.; Paterson, N.J.; Johnston County, N.C.; Philadelphia, Pa.; Scranton, Pa.; Rosebud, Tex.; and Burlington, Vt.

PROGRAM NAME

Pilot Communities Program

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Education

PROGRAM ABSTRACT

As part of the national program of regional laboratories, the Pilot Communities Program developed a model for school intervention--the Innovation Team, composed of teachers drawn from a system and trained, through group methods and instruction in innovative curriculum, to go back into the system as change agents and resource people.

The program worked in target school systems in Boston, Mass., Bridgeport, Conn., Washington, D.C., and mid-coast Maine, to institute educational change. The program prepared 16 publications including histories of various aspects of the program, guidelines for change agents, tools for teacher training, and evaluation studies. Information about these publications is available from:

EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PROGRAM NAME

Topology Films

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Science Foundation

PROGRAM ABSTRACT

Four computer-animated films are being produced for college-level students. The first films shows several illustrations of the concept of limit curve, culminating in two different space-filling curves. The second and third films will prove the Whitney-Graustein theorem about regular curves on the plane. The final film will show a regular homotopy that turns the surface of a sphere inside out.

The first film, "Space-Filling Curves," (color, sound) is available for a three-day rental ($20) from the EDC Distribution Center, 39 Chapel Street, Newton, Mass. 02160.

PROGRAM NAME

Career Education

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

The Career Education Project is carrying out a pilot research program in Greater Providence, R.I., in an attempt to provide career guidance for home-based adults: women, 25 to 35, currently at home but considering a second career; young people, 16 to 24, who are out of school but not yet working; and older people interested in volunteer, educational, or part-time opportunities. A free career information "hot-line" is offered to adults seeking information about career opportunities; about local schools and agencies where training is available, and about special services, such as child care and financial aid, that may be needed along the way to a career. It also operates a resource center of materials relating to careers, career choice, and career preparation including books, periodicals, and ERIC abstracts and microfiches. Educators and guidance personnel are welcome, as well as adults concerned with planning their own careers.

For further information, write:

Career Education Project
900 Howard Building
10 Dorrance Street
Providence, R.I. 02903

PROGRAM NAME

Ethnic Studies for the Career Opportunities Program

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Education

PROGRAM ABSTRACT

The EDC Career Opportunities Program is developing and implementing a model college course in multiethnic studies for participants in the national Career Opportunities Program (COP). COP is an educational career development model to prepare low-income people for careers as teachers and educational paraprofessionals.

The program is training paraprofessionals in urban schools for roles as teachers and community resource personnel in the area of multiethnic and cultural studies. Although the EDC training model focuses primarily on the area of African art and culture, thereby drawing on the capability of an existing project supported by the Ford Foundation, the model is designed to be replicable for Spanish-speaking and Indian cultures. The program is being developed and tested at four national COP sites between March 1973 and June 1974.

PROGRAM NAME

Early Childhood Education Study

INSTITUTION

Education Development Center, Inc.

COMPLETED-PRODUCT LINKS

Page 146

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U.S. Office of Economic Opportunity

PROGRAM ABSTRACT

Established in 1967 under a contract from the Head Start program then administered by the Office of Economic Opportunity, the Early Childhood Education Study set up workshops to help teachers develop materials for their preschool and elementary classes.

PROGRAM NAME

Child Care Program

INSTITUTION

Education Development
Center, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Massachusetts State Office
for Children

PROGRAM ABSTRACT

The Child Care Program is exploring ways of providing care for the children of employee-parents and neighborhood families. A comprehensive program is envisioned that could meet the families' total child care needs. At present 20 school-age children are receiving care after school.

PROGRAM NAME

Responsive Early Childhood Education Program

INSTITUTION

Far West Laboratory for Educational Research and Development

COMPLETED-PRODUCT LINKS

Pages 147, 148, 149, 151

ANTICIPATED-PRODUCT LINKS

Page 401

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

This early childhood program is creating an internally consistent curriculum (together with training programs for teachers, paraprofessionals, and parents) that will provide an effective program of instruction for children up to age nine. All instructional materials for children are intended to develop a healthy self-concept and to develop intellectual abilities. The environment allows each child to explore freely; learn immediately the consequences of his actions; proceed at his own rate; and discover relationships in his physical, social, and cultural worlds. Problem solving is emphasized throughout.

Inservice training programs are designed to work through a community-appointed program advisor trained by the Laboratory to install the Responsive Program. The local advisor then trains teachers, assistants, and others to work with the children in 10 or more classrooms.

This program has developed out of earlier work at the New Nursery School at Greeley, Colo. (See Nimnicht, McAfee & Meier: The New Nursery School, General Learning Corp.) The model builds on the work of Piaget, Bruner, and J. McVicker Hunt.

Detailed information on the Responsive Program is available in the following Superintendent of Documents publications:

1. Responsive Environment Model of a Follow Through Program (HE 5.220:20139) - $.20
2. Tacoma Public Schools Early Childhood Program (HE 5.220:20160) - $.20

PROGRAM NAME

Information/Utilization Program

INSTITUTION

Far West Laboratory for Educational Research and Development

COMPLETED-PRODUCT LINKS

Pages 126, 127, 128, 150, 172, 173, 174, 208, 209, 210, 252, 311, 312

ANTICIPATED-PRODUCT LINKS

Page 419

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

This program is designed to get existing d & r products out and used. People need more and better information than they have about these products. They need more access to the products and associated training and they need better information on how extensively these products are being used and what techniques have been most effective in getting them used. Thus the program has two primary goals:

1. To help people know more about educational development and research (d&r) and exemplary practice in education
2. To help increase the use of d&r and evaluated exemplary practice.

To carry out the work of the program three major components will be used: 1) the Information Component that focuses on specific information products and systems and the technology to develop them; 2) the Installation Component to provide demonstrations and installation support for selected d&r products through a cooperative network of d&r agencies and regional service agencies; and 3) the Product Planning, Production and Monitoring Component to provide market analyses, utilization planning, and monitoring reports of feedback from users of d&r products.

Each of these components will produce a series of products that will impact on the problems of getting d&r into use by schools, teachers, and children.

PROGRAM NAME

Instructional and Training Systems Program

INSTITUTION

Far West Laboratory for
Educational Research
and Development

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Pages 374, 524

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Instructional and Training Systems program is developing training resources that can be applied to competence-based instruction in Development, Dissemination, and Evaluation (DD&E). Users of the resources may include both those who are preparing for a career in educational or training development, dissemination, and evaluation, and for those who carry out DD&E functions at research and development agencies or elsewhere and wish to improve their competencies. The use of resources can be institutionalized in the form of a preservice or a continuing education program at a college or university, in conjunction with an r&d agency. The resources can also support an inservice program at an r&d agency.

Twenty-five self-instructional modules or learning packages are being prepared in the following areas: Planning and Design, Development, Evaluation, Dissemination, Information/Data Collection and Organization, and Communications. A diagnostic test instrument covers the six competence areas and a competence certification instrument is being developed in one area. Competence and resource catalogs and user guides complete the resource system. Several r&d agencies and universities across the nation cooperate in field testing the diagnostic instrument. Following continued development and additional testing, the training and assessment resources will be available for dissemination by fall of 1974.

PROGRAM NAME

Effective Teacher Education Program

INSTITUTION

Far West Laboratory for
Educational Research
and Development

COMPLETED-PRODUCT LINKS

Pages 301, 302, 303, 304, 305, 306, 307, 308, 309, 310

ANTICIPATED-PRODUCT LINKS

Pages 375, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

This program seeks to improve education by improving the quality of teaching. Two major types of research and development endeavors are under way:

1. Research related to teacher effectiveness. Teacher training materials in independent study, questioning, discussion, and mathematics tutoring will be used to inquire into the effects of teacher use of selected skills on the performance of students. Teachers will be trained to a level of skill that is sufficiently high to have an impact on student outcomes. Student performance will be measured in natural classroom environments and in more controlled situations using a wide variety of outcome measures. Research reports on the changes in student behavior as a function of teacher use of specific skills and reports describing materials used to measure and evaluate teacher performance will result from these studies.

2. Development and testing of competency-based teacher training materials. A variety of instructional materials have been developed for improving the teaching skills of experienced teachers, preservice teachers, and other adults. In some cases complementary materials for pupils are produced so that teachers have a better opportunity to practice new skills. The training packages include written and audiovisual demonstrations of the specified teaching skills; guides for conducting practice lessons, some of which are conducted in microteach settings; procedures for obtaining feedback through self-evaluation; discussions of related research; and recommendations for applying the skills in a regular, ongoing classroom situation. Seven courses have completed the r&d cycle (including three field tests) and are nationally available. Four others have completed the r&d cycle, but dissemination plans are incomplete. Other materials have completed portions of the r&d cycle and are available for experimental purposes only.

PROGRAM NAME

Experience-based Career Education (Formerly Employer-based Career Education)

INSTITUTION

Far West Laboratory for Educational Research and Development

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Lack of preparation among the nation's youth for adult responsibilities, especially for economic independence, is the basic problem addressed by Career Education. A possible and important solution to the problem lies in our applying educational interventions to high-school age youth that will enable them individually to 1) choose careers compatible with and capitalizing on their interests, aptitudes, and values; 2) acquire the knowledge, skills, and attitudes necessary to pursue their chosen careers successfully, including entrance and advancement in an occupation or profession; and 3) acquire decision-making skills and personal versatility that will permit nondisruptive career changes as personal values and needs change, and as external conditions may dictate. The program is a proposed alternative to standard classroom programs. It seeks to achieve broad educational goals primarily through direct experience in work settings. Individual learning programs encompass academic and social as well as vocational objectives--all focused around career exploration and choice. It emphasizes learning through student interactions with individual adult volunteers called Resource Persons. Other resources in the community, as well as more standard media such as texts, film, and tutors, also are used appropriately. Far West Laboratory is in its second year of prototype development. A school operated in Oakland for 57 10th-, 11th-, and 12th-grade students serves as a vehicle for testing, revising, and refining procedures and materials. Full documentation to support future replication has been produced and replication testing will begin during the 1974-75 school year. Evaluation this year is concerned primarily with formative data. Preliminary summative data on short-term effects has been reported and an external summative evaluation is planned for 1974-75.

PROGRAM NAME

Educational Management Program

INSTITUTION

Far West Laboratory for
Educational Research
and Development

COMPLETED-PRODUCT LINKS

Pages 129, 130, 131

ANTICIPATED-PRODUCT LINKS

Pages 376, 377, 378, 379

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

The goal of the program is to assist schools to improve their capability to make rational decisions about instructional programs. The strategy is to design, develop, and test a number of products related to the basic decision-making functions of determining instructional purposes, planning programs, and evaluating programs as well as identify products developed by other agencies with related and/or complementary purposes. The products are being designed to provide basic knowledge and skills as well as procedures or techniques by which a school staff can apply knowledge and skills to its own instructional problems. The products are intended primarily for school principals, district level curriculum consultants, specialists, and teachers (when on special planning assignments).

In addition to development and testing of products, the program is attempting to identify, assemble, and evaluate the effects of various clusters of products (Educational Management Program as well as those of other agencies) for assisting school staff in instructional program planning and management.

PROGRAM NAME

Adaptive Education

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

COMPLETED-PRODUCT LINKS

Pages 152, 175, 176, 177, 178, 181, 182

ANTICIPATED-PRODUCT LINKS

Pages 402, 420, 421, 422

SPONSORING AGENCY

National Institute of Education; other federal agencies; foundations; industry; and the University of Pittsburgh

PROGRAM ABSTRACT

The mission of the Adaptive Education Program is to develop, study, and evaluate adaptive learning environments for the education of children from 3 to 12. This mission is reflected in three major goals: 1) analysis and improvement of the components of adaptive environments that LRDC has produced to date; 2) development of principles, plans and guidelines for the design of future alternatives for preschool and elementary-grade children; and 3) the conduct of fundamental and methodological research on the learning and developmental processes of children relevant to educational design. The program focuses on six major areas: communication and language, mathematical thinking, inquiry, basic processes, learning environments and classroom behavior, and measurement and evaluation.

PROGRAM NAME

Project To Design New Patterns for Training R & D Personnel in Education

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Pages 468, 469

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

LRDC is the prime contractor for a project to train individuals in the areas of designing, diffusing, and utilizing educational innovations and in the supporting areas of educational research and evaluation. The project is being conducted by a consortium of institutions representing agencies concerned with the development and utilization of educational innovations. Training in curriculum design was selected as a primary area of emphasis because many educational innovations require changes in the contents or form of instructional materials and because numerous major theoretical and technological contributions to curriculum building have been generated in recent years. In addition, LRDC has special competence in the development of individualized curricula for schools.

PROGRAM NAME

Models for Inquiry Skills Development and Adaptation

INSTITUTION

Mid-continent Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Pages 501, 502

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

By increasing pupil participation in the classroom through the use of inquiry skills materials, pupils are able to foster their own inquiry while the teacher becomes a resource person or classroom manager. The program will consist of teacher-training instructional packages and day-to-day small-group, self-instructional materials designed to foster the development of inquiry skills in students through team role-playing. In addition, the package will include instrumentation for assessing dimensions of inquiry skillfulness in students.

The Models for Inquiry Skills Development and adaptation program is intended for use in several subject areas as well as in varying grade levels. Development of such applications is intended to follow successful field-testing of the program in specified subject matter areas.

The program incorporates three projects. Inquiry Role Approach is oriented to the day-to-day inquiry growth needs of individuals and teams of students and their teachers. It is heavily curriculum oriented. Instructional Staff Development, oriented toward teacher training, structures the growth of teachers as inquiry discussion promoters and planners. It is curriculum free and focuses primarily on teacher behaviors. Verbal interaction analysis is used heavily in initial phases of the project, both for teacher instruction and for description of situations in which they attempt to implement instruction. Environmental Problems Learning System will be designed to develop environmental awareness and inquiry skills in elementary students, primarily in urban schools.

PROGRAM NAME

Cooperative Urban Teacher Education (CUTE) Diffusion Program

INSTITUTION

Mid-continent Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

Page 313

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

CUTE is a 16-week, urban-based, field-centered teacher training program. It presently is located in 12 urban communities and has received funding for diffusion to 12 additional major urban centers across the nation.

PROGRAM NAME

Institutional Management for Accountability and Renewal (IMAR)

INSTITUTION

National Laboratory for Higher Education

COMPLETED-PRODUCT LINKS

Pages 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The IMAR program provides colleges and universities with the skills and instruments they need to take a systematic, comprehensive approach to planning and management. IMAR is intended to equip administrators and faculty to respond efficiently and effectively to continuing demands for change; for data-based and participatory decision-making; and for accountability in administrative, fiscal, and instructional affairs.

IMAR emphasizes producing self-instructional materials and models that can be adapted readily to various campus settings. The basic strategy is to help institutions develop a climate for continuing, systematic self-renewal. This strategy requires the development of training programs and materials that will insure the on-campus availability of: 1) highly skilled catalysts for change, called Educational Development Officers (EDO's); 2) competent support services, particularly in the management information systems; and 3) a set of systematic processes that will result in orderly change and clear accountability for the use of human and financial resources in terms of instructional and administrative results.

The IMAR program has six general components: Program Evaluation, Training Change Catalyst, Institutional Research, Information Systems, Management, and Instruction and Curriculum. Each component is concerned with development of individual products that relate to a part of the educational institution as well as to each other.

PROGRAM NAME

Individualized Instructional Systems

INSTITUTION

National Laboratory for
Higher Education,
Center for Individualized
Instructional Systems

COMPLETED-PRODUCT LINKS

Pages 179, 211

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Laboratory
for Higher Education

PROGRAM ABSTRACT

The Individualized Instructional Systems program is designed to provide elementary and secondary schools with validated individualized curriculum materials at a reasonable cost. The educational potential of individualized instruction is well demonstrated, but most of the existing programs are too costly for widespread or continued use in the public schools. The IIS Program seeks to reduce cost barriers by cooperative development of curriculum materials; development of techniques to make materials reuseable; planning of stocking strategies to minimize materials inventories; and development of classroom management procedures that reduce the need for teacher aides.

The first IIS product, the Individualized Mathematics System-I (IMS), was developed by the Laboratory's Center for Individualized Instructional Systems (CIIS) in cooperation with a consortium of 29 schools and 3 state departments of education. During the school year 1971-72, IMS-I was used by over 130,000 students in 300 schools located in 31 states, the District of Columbia, Canada, and West Germany. This program is now published and distributed nationally by Ginn and Company, a division of Xerox Corporation. The same consortium also has funded a $700,000, three-year project to produce a junior high school continuation of IMS (IMS-II) spanning grades 7 through 9. In 1971-1972, 600 students in 8 states pilot-tested the first Level X of this curriculum. Level X was revised during 1972-73, and presently is undergoing field-testing in 1974 and Level XII, which completes the program, in 1975.

PROGRAM NAME

Improving Teaching Competencies Program

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

Pages 314, 315, 316, 317, 318, 319, 320

ANTICIPATED-PRODUCT LINKS

Pages 503, 504, 505, 506

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Traditional school methods and curriculum content, centered mainly in the transmission of information, are not providing students with the knowledge, skills, and attitudes necessary to assist them in becoming responsible individuals capable of living interdependently in a world of continuous, rapid changes. Schools have generally done well in meeting objectives that centered around cognitive learning for students with high intellectual ability and motivation. They have not done well in promoting individual worth and dignity, self-understanding, maximum potential for individual growth, and personalization of education. Twenty instructional systems will be developed by 1976 that guarantee the achievement of a basic set of process competencies by educators. These systems are based on practical procedures used in many fields and on the work of social scientists.

An instructional system typically includes an instructor's manual; participant handout materials including instructions for exercises, theory, simulations, and assessment instruments; reusable demonstration materials and audiovisual aids and equipment; and related research, action techniques, and assessment instruments.

These instructional systems can be grouped into six areas according to the capabilities they produce:

1. Capabilities for teachers to help students to become active, responsible learners
2. Capabilities for teachers to interact face to face with pupils to support their learning
3. Capabilities for teachers to use different problem-solving processes to achieve improvements
4. Capabilities for teachers to work with interpersonal effectiveness
5. Capabilities for someone working with a school staff to help it improve its functioning so as to support teachers' efforts
6. Capabilities for school personnel to plan to use their process competencies once acquired.

PROGRAM NAME

Intercultural Reading and Language Development Program

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

Pages 153, 154, 180

ANTICIPATED-PRODUCT LINKS

Pages 423, 424

SPONSORING AGENCY

National Institute of Education and Guam Department of Education

PROGRAM ABSTRACT

Many children from different cultural backgrounds enter school with language patterns, value systems, and personal expectations in conflict with the expectations of teachers and school administrators. At the same time, there is a growing awareness on the part of many culturally different groups that their children are growing up without a knowledge and appreciation of the unique characteristics of their own culture.

Substantial numbers of ethnically different pupils live in areas officially affiliated with the Laboratory. This includes Alaskan Indians and other natives, Pacific Northwest Indians, Pacific Island populations, inner-city populations, Spanish-speaking populations, and Hawaiian natives.

The strategy for meeting their special needs is to develop pupil materials, teacher training materials, and procedures for implementing comprehensive reading and language development systems in grades K-3.

The reading and language development systems result in the improvement of abilities to:

1. Communicate verbally
2. Read
3. Write both practically and creatively
4. Expand understandings and broaden awareness
5. Identify with their own cultures
6. Interact effectively in cross-cultural situations

PROGRAM NAME

Rural Education Program

INSTITUTION

Northwest Regional
Educational Laboratory

COMPLETED-PRODUCT LINKS

Page 212

ANTICIPATED-PRODUCT LINKS

Pages 380, 381, 382, 383, 403, 507

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

An analysis of existing discrepancies between rural education as it is now and what is possible and desirable indicates that the gap is more critical than anywhere else in the educational system. The inability of rural schools to provide effective and appropriate education results largely from the inability to capitalize on the potential strengths and advantages of the rural environment. To do this the learning environment must provide a wide range of alternatives, nurture diversity, encourage self-direction, and build competence in making and executing decisions. The program emphasizes the development of training systems for people who are to be involved in educational change and materials that suggest and support new structural patterns and participatory decision-making for rural schools and communities. A better environment for rural children can evolve from an inquiring group of citizens, educators, and students who have gotten together in new ways, with new skills, with the access to information, and with new kinds of help.

The strategies involved in the program will enable communities and local school systems to:

1. Use systematic procedures for decision making
2. Acquire the skills needed for effective participation
3. Search for and analyze educational alternatives
4. Identify and utilize local resources, and call on appropriate external consultants and resources
5. Install selected programs and practices
6. Assess the success of programs and the effectiveness of processes and procedures

PROGRAM NAME

Computer Technology Program

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

Pages 132, 321

ANTICIPATED-PRODUCT LINKS

Pages 384, 385, 449, 470, 508

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Despite an investment of over a billion dollars in educational uses of computers in the United States, not even one half of one percent of secondary school students use computers in any way. A significant factor contributing to this problem is that the vast majority of educators are not prepared to deal with the present realities of computer technology in education, much less to evaluate the probable realities, to participate in designing the alternatives, or to define what the computer should become for education.

The program is product oriented, directed primarily toward the development of: 1) materials for the education of educational personnel and 2) curricular materials and administrative applications for their use.

Objectives of the program are to:

1. Complete a series of largely self-instructional, interactive systems for the preparation of teachers and administrators with respect to educational uses of computer technology
2. Design an information system that will be appropriate for educational needs brought on by new educational programs and alternative organizations for schools
3. Develop an extensive library of curricular materials that make use of the computer as a problem-solving tool in a diversity of curricular areas at the secondary level
4. Develop a set of largely self-instructional, interactive materials for training developers of curricular materials
5. Design a plan for a national clearinghouse for curricular materials that makes use of the computer as a problem-solving tool
6. Develop a model course for secondary students on the social implications of modern technologies
7. Develop a plan for establishing a computer-related career program and set of curricular materials for use in such a program on the high school level

PROGRAM NAME

Career Education Program
(Experience-based)

INSTITUTION

Northwest Regional
Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

An employer consortium is one potential method for implementing Career Education on the secondary level. This method is being designed, implemented, and documented in a suburban-rural setting. The program meets the following criteria:

1. Program located outside the school
2. Participating students receive exposure to a diversity of career experiences
3. Participating students represent a cross section of students in terms of aspirations, sex, and general capability
4. A comprehensive set of educational experiences is provided
5. Each student has a personalized set of employment exposures and educational experiences
6. Students receive high school diplomas

Activities include:

1. Educational Program --A prototype, comprehensive educational program is being developed and implemented for 50, 16- and 17-year-old students
2. Systems Development --Management and support functions are being developed and documented
3. Research and Development --Activities are designed to answer four questions:

   -- What is the nature and effectiveness of a curriculum derived from community and employer settings?
   -- What techniques and procedures are required to identify and assess progress toward designated student outcomes?
   -- What unique management arrangements are required for operation of an accountable employer-based educational activity?
   -- What are the training requirements of the staff of this model?

PROGRAM NAME

Area Manpower Institute for Development of Staff (AMIDS)

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

USOE Division of Manpower Development and Training

PROGRAM ABSTRACT

With Congress providing an ever-widening range of educational and training opportunities, programs for the occupational and basic educational training of disadvantaged persons have been steadily expanding. This has resulted in an increased need for skilled, trained instructors and staff. AMIDS is designed to improve the quality of instruction and expand the understanding and capabilities to manpower instructors, counselors, supervisors, and administrators who have the responsibility for working with the undereducated, the unemployed, and the underemployed.

Participants in AMIDS training sessions concentrate on identifying, analyzing, and overcoming learning problems created by poverty, unemployment, and underemployment. Participants also study and discuss methods of motivating trainees into developing a sense of personal worth and an improved self-image, thus creating an environment conducive to learning.

Skills are developed in 1) constructing or revising instructional programs to meet the varied needs of the trainees; 2) creating curriculum directly related to entry-level employment and success on the job; and 3) organizing and managing local programs.

Group-training sessions and individual consultations vary from several days to longer periods, depending on the specific objectives to be accomplished --whether it be to orient occupationally competent instructors with little or no classroom experience or to reorient experienced vocational instructors to become sensitive to the characteristics, problems, and needs of trainees.

PROGRAM NAME

Manpower Counselor Training Program

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

Page 253

ANTICIPATED-PRODUCT LINKS

Page 479

SPONSORING AGENCY

USOE Division of Manpower Development and Training

PROGRAM ABSTRACT

Counselors who work with manpower trainee populations have training needs that may differ considerably from those of the school counselor or the counselor being prepared for work in some other institutional setting. Specifically, these needs relate to such areas of training as cultural and linguistic variables, real experience in the labor market, and understanding of the many frustrations typically experienced by the unemployed or underemployed adult.

A master's level program to meet this need is being designed on the basis of premises:

1. Training that takes place in an actual work setting will be more meaningful than training that takes place solely in a classroom
2. Success of training measured by actual performance will be more satisfying to trainees than mere acquisition of credit hours
3. First-hand experiences in the world of work will help counselors understand the problems of trainees with whom they will be counseling

The outcomes of the program are:

1. A field-based, individualized, open-entry/open-exit training program
2. Materials and procedures that have been developed systematically for increasing the ability of counselors to understand the world of work and the people served by manpower programs
3. A prototype method for counselor preparation capable of being utilized by institutions of higher education currently preparing counselors

PROGRAM NAME

Pacific Territories Program

INSTITUTION

Northwest Regional
Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Guam, American Samoa, and
Trust Territory Departments
of Education

PROGRAM ABSTRACT

The U.S. territories in the Pacific --Guam, American Samoa, and the Trust Territory of the Pacific Islands-- are in a stage of fast-moving development. Improvement of education has been assigned a high priority.

The Laboratory is assisting the three departments of education in the areas of:

1. Training to increase educational management and instructional skills of personnel in the department of education and local schools
2. Development of planning and evaluation skills
3. Planning and evaluation of programs to meet particular student needs, particularly in the area of reading and language development
4. Development of curriculum materials and instructional techniques especially suited to the Pacific setting

The ultimate goal of the project is to raise measurably the quality of education in the three U.S. territories of the Pacific.

PROGRAM NAME

Experimental Schools
Evaluation Program

INSTITUTION

Northwest Regional
Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The Franklin Pierce School District near Tacoma, Wash., was one of the first districts in the United States to be designated for the U.S. Office of Education's Experimental Schools Program. The program represents a large-scale, multiyear effort to bring a concentration of new educational materials and methods to one site.

A major element of the program --evaluation and documentation of the results-- was contracted to the Laboratory. The work includes various activities:

1. Collect various basic data on system functioning, including data on students, staff, finances, programs, and other inputs, processes, and outputs
2. Conduct detailed studies of specific aspects of the Experimental Schools effort that hold promise of yielding useful knowledge for a broad educational audience (e.g., role of community in project design and government, effects of various types of individualized instruction)
3. Design and operate a long-range data bank available to other researchers, to include all information gathered over the five-year life of the project, and prior data as available
4. Develop and test alternative ways of making maximum impact of evaluation data, both locally and among educators at large, and ways to keep evaluation plans responsive to various audiences
5. Cooperate with other Experimental Schools sites, and other innovative projects generally, in conducting multisite studies, instrument sharing, and general communication

PROGRAM NAME

Training of Teachers of Adults

INSTITUTION

Northwest Regional Educational Laboratory

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Page 471

SPONSORING AGENCY

U.S. Office of Education, Division of Adult Education Programs

PROGRAM ABSTRACT

An estimated $8\frac{1}{2}$ percent of the population of Alaska, Idaho, Oregon, and Washington have less than an 8th-grade education. Adult basic education is available in many locations, but only people in populated areas are likely to have access to training. A four-state consortium has been formed to meet this need and includes the state departments of education, University of Alaska, Idaho State University, Oregon State University, Washington State University, and the Laboratory.

The consortium program is designed to:

1. Establish a regionwide system for training teachers of ABE that assures involvement of as many teachers as possible in individualized inservice training offered at or near their teaching stations.
2. Develop a model program for training career education counselors in adult education

PROGRAM NAME

Administering for Change Program

INSTITUTION

Research for Better Schools, Inc.

COMPLETED-PRODUCT LINKS

Pages 133, 134, 135, 354, 355, 356

ANTICIPATED-PRODUCT LINKS

Pages 386, 387, 388, 389, 390, 391

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Administering for Change Program is addressed to developing strategies, methods, procedures, and training materials that can be used by school personnel to prepare their districts for the adoption and institutionalization of educational improvements. A view of the program is that change in a school district is insufficient to meet the demands and needs of our society. The program is concerned with the basis for change of the educational organization so that district personnel are able to effect the improvements they deem necessary. The program's major developmental strategy is interlaced with a major field strategy. By combining demonstration/training experience and intensive involvement in three school districts, ACP has concentrated in the field on the problems of implementing changes in schools. The focus of this critical field experience is on studying and further developing the means to enable schools to adopt and institutionalize r&d products embodying principles and methods of individualizing and humanizing learning. Once a network of cooperating school districts, state agencies, and other educational institutions demonstrates a complete capability-- preplanning, preparation, implementation, and control-- the impact of the integration of the program's developmental products and field experience will be apparent to those in schools as a practical way to respond to the complex societal pressures to which American education is subjected.

PROGRAM NAME

Computer Applications

INSTITUTION

Research for Better
Schools, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

International Business
Machines, Inc.

PROGRAM ABSTRACT

The Computer Applications Project is an effort to define the general characteristics of, and the market for, an ideal family of terminals to serve the needs of education. RBS is conducting the project in cooperation with the Division of Instructional Systems of the Philadelphia School District under contract with International Business Machines.

An ideal computer-based educational system is viewed as consisting of three major components: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), and Computer Administered Education (CAE). The purpose of CAI is to teach students; the focus of CMI is to help teachers direct the educational process; the aim of CAE is to help administrators manage school-wide educational affairs.

The workscope identifies two major project objectives. The first involves the preparation of "a definition of the external characteristics of an ideal family of terminals." This will answer the question: What are the major characteristics of each member of an ideal family of terminals reflecting educational needs, interests, and conditions? The second objective is "to document the added value of terminal-based instruction and the reaction of the customer to it." This phase will provide preliminary data on the acceptability of the proposed family in a sample of educational, military, and industrial institutions.

PROGRAM NAME

Child Development Associate Training Project

INSTITUTION

Research for Better Schools, Inc.

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Office of Child Development

PROGRAM ABSTRACT

The Child Development Associate Training Project is a pilot training program established by the Office of Child Development to help individuals in the Philadelphia area become recognized as skilled and credentialed child care workers -- Child Development Associates (CDA).

Training will be directed both toward the acquisition of CDA competencies by trainees and the recognition of competencies they already possess. The competencies are those that seem important for effective performance in instructional positions in the classroom with three- to five-year-old children. The training program will be field-based, with trainees spending about 60 percent of training time in preschool centers. The program also will be concerned with the development of self-directedness and self-evaluation in trainees -- important attributes for continued professional development. As part of this focus, trainees will participate in planning and evaluating their own learning activities. A crucial activity of the project is the development of training strategies and procedures, and of modules for individualized, self-directed, and field-based instruction. Each module will deal with one competency or a cluster of competencies, and will be composed of training materials and techniques either developed by the project or adopted from other groups. Trainees will play an important role in development by providing feedback on the training experience. This is vital to project effectiveness in training, and to insure the usefulness of the program to its consumer.

PROGRAM NAME

Humanizing Learning Program

INSTITUTION

Research for Better
Schools, Inc.

COMPLETED-PRODUCT LINKS

Pages 184, 357, 358, 359

ANTICIPATED-PRODUCT LINKS

Pages 429, 430

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

This program is designing new curricula that focus on the skills necessary for social, intellectual, and emotional growth. Five tasks are essential to the program's goals.

1. Determining the content of the curriculum. Three broad content areas have been selected that meet the criteria of teaching skills necessary for effective human functioning and not being learned by the majority of school children. They are: affective skills (optimizing one's own human and unique resources for the achievement of one's own life goals), interpersonal skills (learning to recognize and utilize cues in people-to-people interactions); and higher-order cognitive skills (learning to learn and to organize the process data effectively to solve life problems).
2. Determining the best ways of providing a learning environment for the new curriculum. Audiotapes, film, and slides are supplementing traditional materials and workbooks; materials are programmed for both individual work and person-to-person interaction.
3. Identifying tools both for evaluating the new curriculum and for transmitting it.
4. Developing materials necessary to use the new curriculum. Skills packages with a multimedia approach are being devised in each content area.
5. Producing and testing in the schools. A curriculum-development cycle has been created and implemented that entails passing every lesson through a cycle of writing, testing the draft with an actual target population, collecting and analyzing trial data, rewriting, and retrying the new version in schools with actual target-age populations until the lesson objective has been reached.

PROGRAM NAME

Career Education Program

INSTITUTION

Research for Better
Schools, Inc.

COMPLETED-PRODUCT LINKS

Pages 254, 255

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of
Education

PROGRAM ABSTRACT

The main focus of RBS' Career Education Program is on the Academy for Career Education. Traditionally, the public school has been the primary vehicle for educating society's young. It recently has been called on to reflect the multiple demands of society, meet the multiple demands of its students, and prepare them for an unknown future in a rapidly changing technological world. The resulting pressure from these demands has made it difficult for current educational systems to provide all of the educational options necessary for every student to realize his full potential. Comprehensive, academic, free, community, vocational-technical, and trade schools already have been established to meet some of these diverse needs. The Academy for Career Education provides yet another opportunity for meeting the comprehensive career education needs of some students.

The Academy is being designed to meet student, employer, and community needs as they relate specifically to comprehensive career education. Current recognition of individual differences between students necessitates the creation of the Academy as another means of meeting the need for multiple learning environments, opportunities, incentives, and techniques.

Another focus of the Career Education Program is Individualized Learning for Adults. ILA offers a feasible alternative to the vast population of adults not equipped with the mathematics, reading, and writing skills necessary to function fully in contemporary society. The ILA programs in mathematics and reading are based on the IPI instructional system.

PROGRAM NAME

Individualizing Learning Program

INSTITUTION

Research for Better Schools, Inc.

COMPLETED-PRODUCT LINKS

Pages 181, 182, 183

ANTICIPATED-PRODUCT LINKS

Pages 425, 426, 427, 428

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Individualizing Learning Program is a continuation of the major efforts begun by RBS in June 1966. ILP has several objectives: 1) to design and test curriculum materials for students and management systems for an individualized comprehensive educational system; 2) to enable each pupil to work at his own rate through units of study in the learning sequence; 3) to develop in each student a demonstrable degree of mastery; 4) to develop self-initiation and self-direction of learning; 5) to foster the development of problem-solving thought processes; and 6) to encourage self-evaluation and motivation for learning.

Building on research programs, RBS is developing and testing individualized programs in mathematics, reading, spelling, science, and social education. The expected outcomes include: 1) developing, testing, and applying individualized technology for complete instructional systems in preschool education, elementary education, secondary education, and adult education; 2) demonstrating the developed instructional systems in different socioeconomic areas; 3) establishing a feedback loop to appraise the effectiveness of the development, demonstration, training, and implementation of individualized programs; 4) hastening the commercialization of instructional systems that permit individualization; 5) developing classroom management-information systems on the learning processes of children and their reactions to it to optimize the process for the individual student; 6) developing instructional materials that use the computer in the presentation of individualized instruction for learners; 7) ultimately reducing the cost of total expenditures for learning by blending technology with differentiated staff roles.

PROGRAM NAME

Evaluation of Teaching

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

Pages 509, 510, 511, 512

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

This program is developing a prototype evaluation system for the study of teacher training programs. The system proposes potential evaluation strategies and methods for trainee evaluation, product evaluation, and program evaluation. These three areas will be linked with a conceptual framework identifying the nature of the behaviors to be measured and the evaluation strategies to be employed. The system will include:

1. Conceptual framework. Behaviors that relate to or are reliable indices of teacher effectiveness are being identified from research studies and reviews of research. A conceptual framework is being devised to communicate the behavior system in a practical manner, to indicate the flexibility of behaviors and measurements within the system, and to operationalize an array of variables supported by research.
2. Instrumentation. Behaviors will be operationalized within the conceptual framework by identifying measurement characterisitics and instrumentation for psychometric ratings, systematic observations, and measures of pupil gain.
3. Diagnostic feedback. A statistical package is under construction for computer scoring, storage, and retrieval of behavioral profiles for variables posited in the conceptual framework. A feedback procedure will interrelate scores across conceptually similar behaviors and across time and will output this data graphically for interpretation and use by trainees and their instructors.
4. Program and product evaluation. The systim will provide evaluation strategies for determining the effectiveness of curricular products and materials and for determining the relative merit of two or more training programs.

PROGRAM NAME

Texas Teacher Effectiveness Project

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

COMPLETED-PRODUCT LINKS

Pages 322, 323, 324, 325, 326, 327

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

This project presently is concentrating on analyzing and writing up data collected in a two-year process-product correlational study. The study related teacher behavior in second and third grades to student learning gains on the Metropolitan Achievement Tests and to several student affect measures.

The project intends to pursue two new directions beginning in 1974. One is to move from correlational to experimental research designs. Teacher process variables that have been correlated with student learning gains and/or positive student affect in the correlational studies will be selected. They then will be systematically manipulated in experimental studies to assess whether or not and how strongly they causally affect student outcomes. A second type of follow up is to initiate parallel correlational studies at the junior high and/or high school levels.

PROGRAM NAME

Concerns-based Adoption Model

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

COMPLETED-PRODUCT LINKS

Pages 328, 329

ANTICIPATED-PRODUCT LINKS

Pages 513, 514, 515

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The Concerns-based Adoption Model was developed to represent the highly complex process entailed when educational institutions decide to adopt innovations. In this model, a collaborative linkage is established between a user system adopting an innovation and a resource system with expertise with the innovation and with facilitating its adoption. The linkage process is accomplished via several communication channels that entail systematic probes of the user system and its personnel to assess each user's Stage of Concern about the innovation and Level of Use of the innovation. Using this assessment, personalized intervention strategies may be selected and employed. The model has been through two phases of development already: articulation of the basic dimensions of the model and, via a case-study effort, documentation of the existence of the basic dimension in the real world. The third phase, to be conducted during 1974-1975, is to construct valid and reliable measurement procedures and to collect quantifiable data to test whether Stages of Concern and Levels of Use of the innovation occur and whether they are measurable, behaviorally definable, developmental, and related in some orderly way. The beginning points of the project are development of measurement procedures for assessing Stages of Concern and Levels of Use. These measurement procedures will be used in longitudinal, cross-sectional, and immediate-utility and heuristic studies. These data will provide the base for refinement of the measurement procedures and initial testing of the concerns and use dimensions of the model.

PROGRAM NAME

Teaching-Learning Interaction Study

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The purpose of this research is to study the concurrent learning of cognitive skills, affective characteristics, and coping skills as these are affected by different types of teachers (or teaching strategies) interacting with different types of students. The immediate aim is to carry out research on these effects building on the lines of research pioneered in earlier work at the Texas Center.

The long-range objectives are practical. One is to validate measuring instruments that can reliably be used to selectively match optimum combinations of teachers and students for certain specified learning objectives. Another aim is to identify teaching strategies that have optimal effect for particular kinds of students. Success in achieving these aims can subsequently lead to the design and testing of training procedures that can be used to enlarge the repertoires of teachers so they can deal more effectively with different kinds of students.

PROGRAM NAME

Bilingual Early Elementary Program

INSTITUTION

Southwest Educational Development Laboratory

COMPLETED-PRODUCT LINKS

Pages 185, 186, 360

ANTICIPATED-PRODUCT LINKS

Pages 431, 432, 433, 434, 435, 436

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

This program provides a comprehensive program for low-income, Spanish-speaking children in both homogeneous and integrated classroom settings.

Seven discrete products are being developed within the program:
Bilingual Oral Language and Reading includes Spanish and English oral language and reading materials suitable for Spanish-speaking Mexican Americans, grades 1 and 2.
Bilingual Continuous Progress Mathematics, grade 1, includes verbal and aural math materials (games, cassettes, puzzles) in Spanish and English that emphasize sequentially prescribed individualized instruction. The child uses the materials for both learning and reinforcement puposes, using the language that most facilitates his comprehension.
Development of Bilingual/Bicultural Education Models for a Planned Variation Experiment draws on SEDL's extensive background in delineating, analyzing, and developing models of bilingual/bicultural education.
An Analysis of Giftedness in Mexican Americans and the Design of a Prototype Identification Instrument includes a definitive cross-cultural search of the literature relating to the gifted child and a determination of giftedness as perceived by the Mexican American population. A prototype instrument is being designed to identify gifted Mexican American children, ages five through eight.
Classroom Strategies is 29 lessons, addressing varying modes of teaching; e.g. large groups, individualized instruction. The element presents guidelines for developing the pupil skills necessary for each of these strategies.
Learning Through Language, Grade 3 provides a language development program to accompany the use of standard curriculum texts in the classroom. It is based on the use of teaching techniques used in the Bilingual Oral Language and Reading Program, grades 1 and 2.
Cultural Relevancy enables third-grade teachers to acquire teaching strategies needed to develop a good classroom atmosphere and to adapt curriculum to the pupils' culture.

PROGRAM NAME

Early Elementary Program

INSTITUTION

Southwest Educational
Development Laboratory

COMPLETED-PRODUCT LINKS

Pages 187, 188, 189, 191, 192, 193, 194,

ANTICIPATED-PRODUCT LINKS

Pages 437, 438, 439

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

Recently national attention has focused on innovative educational programs for preschool and kindergarten classes. As these programs have developed, the need has become apparent for new directions in the education of children, ages 5 to 8. To meet this need, SEDL is developing an Early Elementary program that concentrates on the cognitive, social, and emotional development of children in this age range. While designed primarily for children from low-income families, the program will be applicable for classes with an ethnic and a socioeconomic mix. The strategy is to design independent products that include curriculum and staff development materials as well as parent involvement materials when applicable. Each product can be implemented separately or in a comprehensive learning system. In addition, each product will be extensively field tested and evaluated.

The following products are being developed:
Social Education - a series of self-contained, sequenced instructional units that introduce social concepts to children in grades 1-3. The lessons are multicultural and are designed to develop self-concept and thinking skills. The product has been successfully tested and is available in published form.
Thinking and Reasoning - a process-oriented curriculum designed to teach analytic thinking and problem solving to 5- and 6-year-olds.
Concepts and Language - a set of tested lessons to develop visual, auditory, and motor skills and basic concepts in kindergarten-level children, to enhance their self-esteem, and to develop skills basic to language development.
Exploring Number Concepts - individualized instruction is used to help children meet specified objectives at their own pace. Cassette tapes and other media provide enriched and reinforcing learning experiences for 5- and 6-year-olds.
Children's Folklore - the effectiveness of using folklore as a means of developing understanding and communications skills of young children is being investigated in a study of materials relevant to various ethnic groups.

PROGRAM NAME

Early Childhood Program

INSTITUTION

Southwest Educational
Development Laboratory

COMPLETED-PRODUCT LINKS

Pages 155, 360

ANTICIPATED-PRODUCT LINKS

Pages 404, 405

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The basic philosophy of the Early Childhood program is that the first few years of life are the optimum time for development and learning. Research studies substantiate this. Early experiential development is essential in developing intelligence, and social and emotional development are requisites to cognitive development. Studies also have shown the importance of giving children the opportunity to manipulate objects, to be stimulated intellectually and rewarded for their curiosity, and to be exposed to an appropriate language model. The skills that the Early Childhood program seeks to strengthen are those that have been shown to be least developed in children from low-income families.

The program's objective is to develop cognitive, sensory-perceptual, language, and inter- and intrapersonal skills in the target population.

The Bilingual Early Childhood program is designed sequentially for 3-, 4-, and 5-year-old children; the Bilingual Kindergarten is a comprehensive program for 5-year-olds. Instructional materials, teaching strategies, staff-development manuals, and parent-education activities are included. Bilingual instruction is used in each year's curriculum. The goal is for each child to enter first grade as a competent, motivated learner.

Both the Bilingual Kindergarten and the Bilingual Early Childhood programs have been field tested successfully and appear to meet the needs of the target population.

A new component for four-year-old, handicapped, native-Spanish-speaking children currently is being developed.

PROGRAM NAME

Migrant Education Program

INSTITUTION

Southwest Educational
Development Laboratory

COMPLETED-PRODUCT LINKS

Pages 155, 185, 186, 190, 191, 192, 193, 195, 360

ANTICIPATED-PRODUCT LINKS

Page 404

SPONSORING AGENCY

Texas Education Agency

PROGRAM ABSTRACT

Migrant Mexican American children long have been at a disadvantage in traditional school settings because they are away from their home base up to half of each year and because they come from families where nonstandard Spanish and little English is spoken. To meet the unique needs of these children, SEDL is developing special programs.

The Migrant Program uses the products of several SEDL programs:

- Bilingual Early Childhood (for ages 3-5)
- Bilingual Kindergarten
- Bilingual Early Elementary
  - Social Education (Spanish version in progress)
- Bilingual Oral Language and Reading
- Bilingual Continuous Progress Math
- Health Education, Grades 1-3

These programs are being adapted to the target population through conversion of English materials into Spanish and introduction of relevant subject matter. The materials, which include curriculum, staff development, and parent involvement, have been tested at the McAllen Early Childhood Center and throughout Texas.

PROGRAM NAME

Follow Through Program

INSTITUTION

Southwest Educational
Development Laboratory

COMPLETED-PRODUCT LINKS

Pages 155, 185, 186, 187, 188

ANTICIPATED-PRODUCT LINKS

Pages 431, 432, 433

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The SEDL Follow Through Model provides teaching techniques and curriculum materials to meet the needs of non-English and nonstandard-English-speaking children. Developed for children, K-3, the program is implemented in two modes: Bilingual and English-as-a-Second Language. The model will develop in linguistically and culturally different children two basic skills: 1) to use all five senses in learning, in this way synthesizing experiences of all kinds, both in and out of school; and 2) to use language to solve problems and express ideas, concepts, and feelings. The curriculum consists of several SEDL programs combined in a package adapted to the target population, K-3. Included are Bilingual Kindergarten, English Kindergarten, Bilingual (English/Spanish) Oral Language and Reading, Social Education, Classroom Strategies, Cultural Relevancy, and Learning Through Language. These programs have been adapted to the various sites where they are being field tested as a complete model.

In addition to curriculum materials, a Staff Development component aids teachers and staff in the appropriate use and effective implementation of the curriculum. A series of training modules with manuals, videotapes, and filmstrips has been designed for this purpose. Additional onsite services have been used to further staff training. A Parent Involvement component is an integral part of the SEDL Model. Activities are provided for parents to use with small groups or individual children in the classroom as well as to expand the learning of their own child in the home. Training modules are available to teach parents how to work with small children.

The Follow Through model will be available for widespread distribution as a complete package or as separate components in 1974-75.

PROGRAM NAME

Communication Arts
Program I

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Pages 196, 197, 330, 331, 332

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U. S. Office of Education

PROGRAM ABSTRACT

SWCEL's Communication Arts Program I addresses the educational problems of an estimated 900,000 youngsters in the Southwest. The children, 3 to 9 years, have a cultural and linguistic experience disparate from that expected by the schools. Most of these children are Mexican American and American Indian.

The problems addressed include low achievement and failure in school that ultimately reveal themselves in high dropout rates, low rates of pursuing higher education, continued poverty, restricted ranges of opportunity, and alienation and rejection.

Four groups of secondary clients are instrumental in attacking the problems: parents, teachers, teacher aides, and school administrators.

Components of the Communication Arts Program I include the Oral Language Program for teaching English to children with little or no command of the language; the Reinforced Readiness Requisites Program for instilling motivation in children for academic success; the Teacher/Teacher Aide Companion Training Program to instruct teachers and aides to work as a team in the classroom; and Cross Cultural Communication to instruct school personnel on how to communicate with minority-group students and teachers.

Teachers are trained to use the Communication Arts Program I at institutes held under the auspices of SWCEL. Quality Assurance Specialists also are trained to monitor the use of Laboratory programs in the classroom.

PROGRAM NAME

Adult Basic Education

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

COMPLETED-PRODUCT LINKS

Pages 136, 256, 333, 334, 335, 336, 337, 338, 339, 340

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

Adult Basic Education Project,
U. S. Office of Education

PROGRAM ABSTRACT

Phased out during the summer of 1971, SWCEL's Adult Basic Education Program was concerned with the development of products aimed at confronting the undereducated, Spanish-speaking adult. These products are completed and available from SWCEL. In most cases, training by a Laboratory-trained specialist is a requisite to product use.

PROGRAM NAME

Environment for Teaching

INSTITUTION

Stanford Center for Research
and Development in Teaching,
Stanford University

COMPLETED-PRODUCT LINKS

Pages 137, 138, 139, 140

ANTICIPATED-PRODUCT LINKS

Pages 392, 393, 394, 395, 396, 397

SPONSORING AGENCY

National Institute of Education; California State Department of Education

PROGRAM ABSTRACT

Past studies in the program have revealed limitations in conventional school organization that may prevent technical-professional development of the staff and restrict the school's ability to modify teacher behavior. With the invention of new conceptions of the teaching task process, the present organization of schools may severely impede the adoption and effective use of innovations in teaching. The central hypothesis of the program is that some new conceptions of the teaching task process cannot long survive in a conventionally organized school. Two models of school organization have been identified that may be capable of the analysis, diagnosis, and evaluation appropriate to the new conceptions. These have been labeled Collaborative Teacher Group and Staff-Line Support.

A longitudinal General Survey of some 200 schools is examining and comparing the persistence of various kinds of curricula in the two models and in conventionally organized schools. An Intensive Survey of a subsample of these schools will examine in more detail variables identified as important in the General Survey or from previous studies. Also of interest will be important dimensions of instructional programs, student perceptions of the learning environment, and an experimental study of student outcomes.

The program also includes work on the evaluation of teachers; differentiated staffing; academic governance, innovation, and change in higher education; and student perceptions of the link between school and work (i.e., career education).

The major expected outcome of this program is the development of knowledge to be applied to schools to create organizational conditions necessary to maintain or adapt new conceptions of the teaching task process. It should help give school administrators a rational basis for designing school organizations appropriate for a wide range of curricula, and should provide guidelines for improved teacher evaluation.

PROGRAM NAME

Program on Teaching Effectiveness

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

COMPLETED-PRODUCT LINKS

Pages 341, 342, 343, 344, 345, 346

ANTICIPATED-PRODUCT LINKS

Pages 516, 517

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Teachers lack understanding and mastery of effective teaching skills and strategies, and existing pre- and inservice teacher education programs have not been shown to be effective in developing such skills. To improve teacher effectiveness in performing tasks and filling roles required to enhance student achievement of the cognitive and social-emotional objectives of education, this program is developing a Systematic Teacher Training Model to be used as part of a total teacher education program.

A collation and analysis of teacher training products will determine the state of the field of teacher training product development. The most promising products in the cognitive, social-emotional, and organizational domains of teacher behavior will be selected from among those identified by the collation and analysis process. Necessary teaching skills for which no adequate products are identified will be addressed by training products developed within the Program.

A prototype of the Systematic Teacher Training Model will be assembled by combining products developed elsewhere with those developed within the Program.

The Systematic Teacher Training Model will be field tested and revised until the prototype meets criteria justifying distribution and installation.

A coordinated evaluation plan will develop procedures for evaluating and improving the system and also will examine more general problems of assessment of teacher performance.

The immediate outcome of the program will be empirically validated knowledge about a system designed to improve teacher behavior and student achievement of the cognitive and social-emotional objectives of education.

PROGRAM NAME

Teaching Students from
Low-Income Areas

INSTITUTION

Stanford Center for Research
and Development in Teaching,
Stanford University

COMPLETED-PRODUCT LINKS

Page 347

ANTICIPATED-PRODUCT LINKS

Pages 518, 519

SPONSORING AGENCY

National Institute
of Education

PROGRAM ABSTRACT

The program seeks to gain knowledge about conditions (teacher strategies, instructional group size, ethnicity, environmental changes, effects of offering students choice) that affect motivation (engagement) of students in low-income schools, and to develop models for collaborative relationships between educational researchers and school staffs and procedures for feedback to teachers of data gathered by classroom observation.

The strategy includes observational studies of actual classroom teaching strategies and of student engagement; experimental studies of computer-student interaction; feedback sessions for teachers and other school personnel; and techniques for teaching teacher strategies for engaging students.

Findings from the studies of student engagement will provide an empirical basis for teacher training and for the redesign of structural and social organizational features of the classroom, and will help teachers to identify children who need training to improve their learning in situations involving educational choices. Development of feedback procedures will have implications for applying the techniques and findings of educational research to the solution of educational problems.

PROGRAM NAME

Teaching and Linguistic Pluralism

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

COMPLETED-PRODUCT LINKS

Pages 348, 349

ANTICIPATED-PRODUCT LINKS

Pages 520, 521

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

Earlier work in this program concentrated on teaching standard English to speakers of nonstandard English dialects. Currently the program is developing tests of bilingual (English-Spanish) or bidialectal (standard-nonstandard Black English) competence that will a) serve to assess children's language competencies for the purpose of diagnosis as well as measurement of achievement; b) provide information about some factors involved in the development of that competence; and c) improve, through the use of the tests in schools, teachers' attitudes toward and understanding of nonstandard varieties of speech.

The expected outcome of the program is improved education for children coming from environments in which linguistic varieties other than standard English are dominant, by a) providing a realistic assessment of the *total* language competence of these children, *and* b) giving teachers the opportunity to understand and appreciate that competence.

PROGRAM NAME

Program of Exploratory and Related Studies

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

COMPLETED-PRODUCT LINKS

ANTICIPATED-PRODUCT LINKS

SPONSORING AGENCY

U. S. Office of Education; National Institute of Education; U. S. Public Health Service

PROGRAM ABSTRACT

This program includes a major project combining research and technical assistance to selected poverty-area schools, as well as a number of small, short-term, or exploratory studies.

Projects include:

1. Stanford Urban/Rural Leadership Training Institute. This project is identifying staff development, community participation, and teaching techniques found useful in 60 schools located in 24 school districts. (Note: In the current stage, information developed or gathered is distributed primarily among the members of the Urban/Rural network.)
2. Changing Competence Expectations of Low-Status Youth: A Cross-Cultural Study in the U. S. and Israel.
3. Cross-Cultural Study of Mothers and Teachers of Preschool Children in Japan/U. S.
4. The Beliefs and Teaching Practices of Art Teachers.
5. Small Group-Cooperative Curriculum and Experimental Test.

Note: Reports for general distribution have not as yet been produced by the above projects.

PROGRAM NAME

Individually Guided Education

INSTITUTION

Wisconsin Research and
Development Center for
Cognitive Learning,
University of Wisconsin

COMPLETED-PRODUCT LINKS

Pages 156, 198, 199, 200, 201, 361

ANTICIPATED-PRODUCT LINKS

Pages 440, 441, 442, 450

SPONSORING AGENCY

National Institute of Education

PROGRAM ABSTRACT

The Wisconsin R & D Center has one program titled Individually Guided Education (IGE). It is a comprehensive system for designing and carrying out an individualized instructional program that results in higher educational achievement by considering such characteristics as what each student already knows, how rapidly he learns, and how he goes about learning. IGE is being developed and refined to provide an effective, robust, and comprehensive instructional system that is a realistic alternative to the conventional age-graded elementary program. The major elements of IGE are:

1. A new administrative arrangement called the multiunit elementary school
2. A model of instructional programming for the individual student used in developing Center curriculum materials
3. A model for developing measurement tools and evaluation procedures, including assessment of children's readiness, progress, and final achievement; feedback to the child and teacher; and evaluation of the IGE design
4. Curriculum materials and/or inservice multimedia materials
5. A program of home-school-community relations that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence student motivation and learning
6. Facilitative environments in school buildings, school-system central offices, state education agencies, and teacher education institutions
7. Continuing research and development to generate knowledge and to produce tested materials and procedures.

Research, development, and implementation of these elements has been the focus of the various components of the R & D Center since 1967. The development of curriculum components of a system for managing instruction by computer and of instructional strategies is being undertaken to complete the system. Continuing programmatic research provides a sound knowledge base for the components under development and for improved second-generation components. Finally, systematic implementation is being carried out so that the products will function properly in the IGE schools.

It is anticipated that when IGE is implemented in a school the outcome will be a self-renewing system of education.

Available Products

School Organization & Administration

PRODUCT NAME

The Educational Cooperative: A Design for a Regional Education Agency

INSTITUTION

Appalachia Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 6

TARGET AUDIENCE

School superintendents; directors of regional educational agencies; state department of education personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book gives an overview of regional education agencies and describes in detail the Appalachia Educational Laboratory's mode, the Educational Cooperative.

Step-by-step processes in setting up and operating an Educational Cooperative are outlined. Topics range from such subjects as how to run the co-op's first formal meeting to how to conduct a needs assessment.

PRICE

Not yet determined

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Limited copies available:

Information Officer
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Cooperative Driver Education and Safety Training

INSTITUTION

Appalachia Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 6

TARGET AUDIENCE

School district superintendents; educational cooperative directors; driver education instructors

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This product consists of three guides:

Administrator's Adoption Guide - Includes specific per-pupil cost comparisons; capital investment data; program quality evaluation; a general curriculum description; and a brief discussion of organization.

Coordinator's Guide - Includes a detailed program description; list of equipment needs and full specifications; driving range data; tips on acquiring driving-education automobiles; personnel hiring and training data; program scheduling information; full-cost breakdowns; and suggested sources of funding assistance.

Instructor's Guide - Includes detailed descriptions of classroom events; daily lesson plans; list of free classroom materials; samples of student handouts; and a helpful list of equipment and sources.

These guides grew out of and were used in the operations of educational cooperatives established by the Appalachia Educational Laboratory.

PRICE

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Limited copies available:

Information Officer
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Diffusion Strategy Guide

INSTITUTION

Appalachia Educational
Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 1

TARGET AUDIENCE

Diffusers of educational research and development products; professionals working in the area of educational marketing

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The Diffusion Strategy Guide presents a methodology for planning and managing the spread of educational innovations. The methodology is spun out of a theoretical framework that capsules and capitalizes on the latest marketing and diffusion research findings. The framework constitutes the first half of the guide. The second half of the document relates how to implement the methodology.

PRICE

Complimentary copies of the guide are available while the supply lasts.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Director of Diffusion
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Guide to the Development of a Regional Consortium of State Departments of Education

INSTITUTION

Appalachia Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Programs: 1, 2

TARGET AUDIENCE

Chief state school officers; other state department of education personnel; diffusers of educational research and development products; other regional organizations

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This document details what steps should be taken in the creation of a regional consortium of state departments of education. The document's major divisions deal with pre-organization procedures, the actual organization of the consortium (treating such topics as bylaws and form), and program development.

The document is an outgrowth of AEL's involvement in the creation of the Consortium of State Departments of Education in the Appalachian Region.

PRICE

Complimentary copies are available while the supply lasts.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director of Diffusion
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Organizational Development Publications

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

PROGRAM, PRODUCT LINKS

Program: 10

TARGET AUDIENCE

Organizational specialists in school districts and trainers of organizational specialists; professors; researchers; school personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. *Handbook for Organization Development in Schools*, $12.50, National Press Books, 850 Hansen Way, Palo Alto, Calif. 94305.
2. *Organizational Development in Schools*, $8.95, National Press Books.
3. *Organizational Training for a School Faculty*, $2.50, CEPM.
4. *Organizational Development from the Inside*, ERIC ED 061 596.
5. *Effect of Organizational Development on Classroom Climate*, ERIC ED 033 453.
6. *Eugene Cadre of Organization Specialists*, single copies, CEPM.
7. *Organizational Development Training in the Unitized, Differentiated Staffing Elementary School*, ERIC ED 060 512.
8. *Helping Parents and Educators To Solve School Problems Together*, $1, CEPM.
9. *Organizational Specialists in a School District*, $1, CEPM.
10. "Organization Development: Building Human Systems in Schools," slide presentation, $50, booklet, $1.75; over 50 - $1.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

CEPM Publications
1472 Kincaid
Eugene, Ore. 97401

Commercial publishers may be contacted directly.

PRODUCT NAME

Politics of Education in the States

INSTITUTION

Center for Educational Policy and Management (CEPM), Research and Development Division (CASEA), University of Oregon

PROGRAM, PRODUCT LINKS

Program: 11

TARGET AUDIENCE

School administrators; school board members; educational researchers and developers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book is the result of a study sponsored in part by CASEA. The authors, L. Harmon Zeigler and Karl F. Johnson, gathered and reviewed data from all 50 states on the voting patterns of state legislators and the resource allocations they made to education.

Among the findings of the researchers were: educational expenditures are more closely related to economic resources than to any political or social variable; legislative leaders are more conservative on the question of increased taxes for education than rank-and-file legislators and wealthy, college-educated legislators are more favorable toward education than middle-income, noncollege-educated legislators.

The authors predict that education will become more politicized in the near future. They urge voters to "elect legislators attuned to the sophisticated educational needs of a democratic society in a technological age." And they believe educators should become more involved in the legislative process.

PRICE

$8

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

The book, one in a series of policy analysis books, is available from:

Bobbs-Merrill
4300 West 66th
Indianapolis, Ind. 46268

PRODUCT NAME

Governing of American Education

INSTITUTION

Center for Educational Policy and Management (CEPM), Research and Development Division (CASEA), University of Oregon

PROGRAM, PRODUCT LINKS

Program: 11

TARGET AUDIENCE

School administrators; school board members; educational researchers and planners

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book, authored by L. Harmon Zeigler and M. Kent Jennings, is a study of the pattern of governance in 100 school districts. According to the authors, it is "an exhaustive examination of the governing structures and processes in public school districts." Specifically, the authors looked at the values of decision-makers, the distribution of influence among various participants, and the methods by which decisions are reached. The general conclusion about the insulation of decision-makers and the unresponsiveness of school districts to citizen demands were based on several findings: 1) Educational decision-making is insulated from community demands and needs; 2) Within the decision-making structure, school board members are virtually without power; and 3) Most school boards and superintendents are disproportionately representative of the white, middle-class, Anglo-Saxon, Protestant segment of society.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

CEPM Publications Department
1472 Kincaid
Eugene, Ore. 97401

PRODUCT NAME

SPECS: School Planning, Evaluation, and Communication System (formerly known as DEPS)

INSTITUTION

Center for Educational Policy and Management (CEPM), Research and Development Division (CASEA), University of Oregon

PROGRAM, PRODUCT LINKS

Program: 13

TARGET AUDIENCE

Teachers and administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

SPECS is a program planning and evaluation system designed specifically for schools that decentralize decision-making and at the same time increase accountability. All components of SPECS have been implemented and tested in an operating school district of 3,500 students. The SPECS planning model focuses on the discrepancies between desired objectives and actual results. It enables a school staff to develop specific information on inputs of staff, materials, and services; instructional and administrative processes; and outputs of student achievement and system performance, both expected and actual. In any school district, the operation of SPECS requires five major ongoing activities: 1) system analysis, 2) cost accounting, 3) program planning, 4) goal definition, and 5) goal assessment. Though each of the activities is essential to the successful operation of SPECS, a specific strategy for implementing them will be designed for each school district in consultation with its teachers, administrators, and board members.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
x			

Information about SPECS (material, workshops, prices, etc.) may be obtained from:

Mary Millar
SPECS
General Learning Corporation
2139 Wisconsin Avenue
Washington, D.C. 20007

PRODUCT NAME

Monograph Series

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

School administrators; school board members; teachers; and teacher trainers

PRODUCT EVALUATION

Between 1964 and 1973, the Center has distributed through sales and complimentary copies over 67,000 monographs and over 7,500 technical reports and occasional papers.

PRODUCT CHARACTERISTICS

Since 1964 the Center has published a monograph series on school administration. To date 26 mongraphs have been published and are available.

A complimentary price list is available from the Center that contains a listing of titles, authors, and prices of books in the series.

PRICE

Price list: complimentary

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

CEPM Publications Department
1472 Kincaid
Eugene, Ore. 97401

PRODUCT NAME

School Superintendents:
Careers and Performance

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Public school employees; school board members; and organization and career scholars

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

In this CASEA-sponsored publication, Richard O. Carlson identifies two types of school superintendents-- "place-bound" and "career-bound." These terms describe the different routes taken by individuals to school superintendencies.

PRICE

$5.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

PRODUCT NAME

The Man in the Principal's Office: An Ethnography

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

School administrators and teachers; participants in teacher training programs and graduate programs in educational administration; students interested in school as a culture, in field-study methods in education, and in anthropology and education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The book is an extensive case study of an elementary school principal in an attempt to provide school people with a careful and objective picture of what they are doing. It has been published as Harry F. Wolcott's second contribution to the series "Case Studies in Education and Culture."

PRICE

$5

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Holt, Rinehart and Winston
383 Madison Avenue
New York, N.Y. 10017

PRODUCT NAME

Group Problem Solving:
The DAP Approach

INSTITUTION

Center for Educational
Policy and Management (CEPM),
Research and Development
Division (CASEA),
University of Oregon

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

School personnel; prospective teachers and administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

DAP is the acronym for a set of concepts and procedures that the members of any group can employ to refine their problem-solving skills and bring them to bear on real-life, day-to-day needs. Based on a particular view of human beings, communication, and the process of inquiry, DAP involves the members of a group in generating and using three kinds of information: 1) Designative--about the "what is" state of things; 2) comparable Appraisive information--about "what is preferred"; and 3) Prescriptive information--about suggestions of what to do when discrepancies can be identified between "what is" and "what is preferred." As group members generate and use these three kinds of information, they move systematically through three different phases of the problem-solving process. They first identify their individual and common problems clearly and specifically. They then develop plans or prescriptions for dealing with the most critical of those common problems. Finally they implement their plans, monitor effects, and evaluate their success as joint problem-solving systems.

PRICE

To be determined

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Final report available:

CEPM Publications Department
1472 Kincaid
Eugene, Ore. 97401

PRODUCT NAME

Student Participation in High School Decisions

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 23

TARGET AUDIENCE

School administrators; principals

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This report provides a knowledge base for organizing secondary schools so that students may have a larger part in making the academic decisions that affect them most. The report analyzes the effect of letting students make decisions and finds that the process would be beneficial in many cases, especially in helping students to develop responsibility. From this knowledge base, the School Organization program is developing new organizational forms for secondary schools that will incorporate student decision-making.

PRICE

Report summary available at no cost

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

120

PRODUCT NAME

Conceptualization of Psychosocial Maturity

INSTITUTION

Center for Social
Organization of Schools,
The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 24

Products: 121, 368, 369, 370

TARGET AUDIENCE

Educational administrators; elementary and secondary school educators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This research report defines a concept of psychosocial maturity that would be appropriate in a comprehensive educational goal. Biological, sociological, psychological, and temporal formulations of maturity are discussed and compared. An interdisciplinary model of maturity is evolved that emphasizes 1) effective individual functioning; 2) effective interpersonal relationships; and 3) system maintenance.

PRICE

Complimentary copies available

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Preliminary Psychosocial Maturity Scale (PSM)

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 24

Products: 120, 368, 369, 370

TARGET AUDIENCE

Social scientists; elementary and secondary school educators

PRODUCT EVALUATION

The preliminary PSM scale has high reliability and moderate validity. Girls, whites, and children from high socioeconomic backgrounds get higher maturity scores than boys, blacks, and low SES children. PSM scores are only slightly related to a measure of "faking good." (see CSOS reports No. 110, 127, 131, 157.)

PRODUCT CHARACTERISTICS

Development of a PSM scale has proceeded from the rationale that schools should develop important human qualities and competencies in students, as well as promote academic learning. To develop these qualities and competencies, however, the schools must first be able to measure them.

The preliminary PSM scale consists of 54 checklist items that measure psychosocial maturity. There are five subscales --self-esteem, independence, openness to change, social tolerance, and identity. Students take the PSM at one sitting of approximately 30 minutes.

PRICE

Single complimentary copies available

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Evaluation Workshop I: An Orientation

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Product: 373

TARGET AUDIENCE

School, district, state department of education, and federal project personnel

PRODUCT EVALUATION

The workshop evaluation took place during all states of its development and field testing. An impact study of participants, conducted in 1971, revealed that 90% felt the workshop enhanced their understanding of evaluation problems, and 80% with job responsibilities in the area of evaluation and research used their notebooks after the workshop.

PRODUCT CHARACTERISTICS

Evaluation Workshop I is a structured workshop experience that, through the process of instruction, practice, feedback, and discussion, provides participants with an orientation to evaluation decision-making at all levels. The approach to evaluation used is the Center's five-stage evaluation model: needs assessment, program planning, implementation evaluation, progress evaluation, and outcome evaluation. Each stage is intended to supply decision-making information--at the proper time and in appropriate language-- to the people who need to be informed. A simulated situation takes all workshop participants through each stage of the model. During the two-day workshop, they will have the opportunity to experience the questions, the problems, the decision needs, and the responsibilities that the trained evaluator must face.

Workshop I is ideally suited to groups of 30 people. (Up to 60 can be accommodated with appropriate materials.) Materials consist of an exportable leader's manual, a set of exam exercises, and a participant's notebook that serves as a reference source after the session.

PRICE

$20 per participant for materials and $40 per reusable leader's manual including audiotape or $50 per participant (including all materials) when conducted by a representative of the publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Anne Brickner
CTB/McGraw-Hill
Del Monte Research Park
Monterey, Calif. 93940

PRODUCT NAME

CSE Elementary School Evaluation KIT: Needs Assessment

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 160, 161, 414, 415

TARGET AUDIENCE

Elementary school principals

PRODUCT EVALUATION

Evaluation of the KIT took place during all stages of its field testing. During the final field-testing, it was found that the KIT meets a real need of principals and is well received. The results of the extensive field-testing and a description of the changes made in the KIT were published in CSE Report No. 70, available from the ERIC Document Reproduction Service (ED 058 673).

PRODUCT CHARACTERISTICS

This KIT provides the elementary school principal with the needed systematic procedures to help him make informed, rational decisions about the goals most appropriate for his school. The KIT allows the principal to involve the community in goal selection through the needs assessment process. The procedures are designed to be relatively simple for the principal to establish and monitor. The KIT consists of a bound book, sets of goal cards, questionnaires, tally sheets, and other support materials. The five chapters take the principal through a needs assessment: "The Nature and Scope of Evaluation" discusses the the Center's concept of evaluation and the development of the KIT; "Choosing Goals" presents goal selection procedures using card-sort and other techniques; "Selection Tests" helps the principal select the best available tests to measure performance on highly rated goals; "Collecting Information" gives procedures for ordering tests, administering them, sampling, and interpreting the results; "Selecting Critical Need Areas" presents a decision model and rule for selecting areas that need improvement and discusses appropriate methods of communicating results and decisions.

PRICE

$89.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
x			

John Gilman
Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Ave.
Boston, Mass. 02210

PRODUCT NAME

CSE Test Price Lists

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 144, 160

TARGET AUDIENCE

Educators; educational administrative and support personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

These price lists have been prepared to accompany the CSE-ECRC Preschool/Kindergarten Test Evaluations. The practical utility of the test evaluation books is greatly enhanced if accompanied by a compendium of prices of all the tests and their materials. These booklets are useful to persons purchasing the test evaluation books as well as those in need only of a digest of test-price information. These comprehensive tables of test costs facilitate the test purchaser's cost analysis and enables the test purchaser to compare tests on cost criteria. Standardization of price information creates a simple procedure for examining and comparing costs. There is variability in the amounts and kind of materials and services included in the prices for different tests. Publishers' catalogs and other sources of test prices were examined and an index format was prepared that presents a breakdown of all possible testing materials by unit cost.

PRICE

Elementary School Test Price List: $.50
Preschool/Kindergarten Test Price List: $.50
(payable to the Regents of the University of California)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles, and Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 28

Products: 144, 160, 359, 444

TARGET AUDIENCE

Educational professionals concerned with selecting measures of higher-order cognitive, affective, and interpersonal skills

PRODUCT EVALUATION

Documents not available at this time.

PRODUCT CHARACTERISTICS

The CSE-RBS Test Evaluations is a joint product of the Center for the Study of Evaluation and the Humanizing Learning Program of Research for Better Schools, Inc. To assist the Humanizing Learning Program in planning evaluations of their innovative programs it was necessary to reorganize, reorder, and create instrumentation for evaluation in the areas of the higher-order cognitive, affective, and interpersonal. Comprehensive taxonomies were developed in each of these three areas to aid in indicating where the gaps were in the present technology and then all available instruments were keyed to goals in the taxonomy and evaluated by standards developed by CSE. Using the test evaluations, educators will be able to locate tests to assist in evaluating their innovative programs in a more comprehensive, effective, and valid manner. The CSE-RBS book contains evaluation of over 3,000 scales from published and unpublished instruments. The 350-page book contains extensive cross-referencing by title and goal area.

PRICE

$8.50 payable to the Regents of the University of California

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

Educational Accountability and Evaluation

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Public school administrators, board members, teachers, and others needing a balanced overview of the field

PRODUCT EVALUATION

Field tested with a sample from the target audience.

PRODUCT CHARACTERISTICS

This 115-page report is distributed nationally as a PREP package by the Superintendent of Documents. It contains chapters on the philosophy of accountability, accountability as a system, evaluation within the framework of accountability, and five case studies illustrating alternative approaches. It is designed to provide a comprehensive overview of accountability and a balanced assessment of the advantages, disadvantages, and reasonable expectations of accountability systems.

PRICE

Subscription $6/year; single copy $.60
Catalog No. HE 5.212:12087

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

PRODUCT NAME

Developing Open Education in America: A Review of Theory and Practice in the Public Schools

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

School administrators; teachers; parents; prospective teachers

PRODUCT EVALUATION

The book was critiqued by 25 teachers, administrators, and parents and college students, and revised on the basis of their suggestions and suggestions of eight professional educators involved in open education nationwide.

PRODUCT CHARACTERISTICS

This book describes the help teachers must receive from their school systems if they are to develop open education in a school. The book is intended to help educators and laymen assess realistically their own school's capacity to change. It is not intended to describe the appearance or the benefits of an open classroom but to report on the varied ways that several open education projects in American public schools have provided support for teachers to change.

The book was produced by the Far West Laboratory under a grant from the National Center for Educational Communications, U.S. Office of Education. It was to have been a PREP package, but with the discontinuation of this series by NIE, the developer has been granted a limited copyright to publish the book.

PRICE

To be determined by publisher; publication anticipated Summer 1974

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Kathleen Devaney
Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Drug Education PREP

INSTITUTION

Far West Laboratory for
Educational Research and
Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

School and community groups involved in developing and implementing effective drug education programs

PRODUCT EVALUATION

The Drug Education PREP has been field tested with samples of potential users. It has demonstrated its value as an information resource as well as a decision-making aid.

PRODUCT CHARACTERISTICS

This unit is designed to increase the user's awareness and knowledge of alternative programs and products in the area of drug education and to assist him in the formulation of a program suitable to his needs. Included are a trends paper outlining important concerns, reports on 6 nationally available curriculum packages and case studies on 11 school district drug education efforts.

PRICE

$1
Catalog No. HE 5.212:12090

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

PRODUCT NAME

Determining Instructional Purposes Training Package 1 -- Unit 1: Setting Goals

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 67

Products: 130, 131

TARGET AUDIENCE

School district decision-makers involved in long-range instructional planning; graduate students in education

PRODUCT EVALUATION

Performance test results from 74 trainees indicated that trainees learned most of the concepts covered, favorably evaluated all of the product elements, and judged the training units to be of greater value than other training they had received; and indicated they would be inclined to apply their learning in all aspects of their real-life work where such skills and knowledge are relevant.

PRODUCT CHARACTERISTICS

Unit 1: Setting Goals is designed to develop skills in: 1) deriving district goals; 2) refining goals into goal indicators; 3) screening sets of goal indicators to ensure adequate coverage of the goal; and 4) setting priorities among goal indicators based on assessments of school-relevant groups and other criteria. This is a self-contained training unit made up of modules for use in inservice and preservice training. Each module includes background reading covering concepts and principles; team activities; and feedback activities. An Orientation Unit is available from the Laboratory that 1) gives school executives or university professors the information they need to decide whether the training package is appropriate for their staff or students; 2) introduces the training program to those who may take the training units; and 3) orients other school personnel who do not need intensive training but want an overview to the processes and benefits of instructional purposing. Elements include a slide-tape interview; written orientation about the nature and benefits of the processes; and a guide for those responsible for deciding whether and how to implement an improved purposing operation.

PRICE

Unit 1: $8.95 each
Coordinator's Handbook: $4.50
Sample Kit: $1
Complete Package (Units 1, 2, 3): $24.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Only prepaid orders accepted.

Educational Management Division
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Determining Instructional Purposes Training Package 1 -- Unit 2: Analyzing Problems

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 67

Products: 129, 131

TARGET AUDIENCE

School district decision-makers involved in long-range instructional planning; graduate students in education

PRODUCT EVALUATION

Performance test results from 44 trainees indicate that trainees learned most of the concepts and skills covered; favorably evaluated most of the product elements; and expressed an intent to apply their learning in future work.

PRODUCT CHARACTERISTICS

Unit 2: Analyzing Problems, is designed to develop skills in: 1) identifying instructional problems; 2) defining student outcome problems; 3) collecting information to analyze the problems; and 4) determining their validity and relative seriousness. The self-contained training unit consists of modules for use in inservice and preservice training of school personnel. Each module includes background reading covering concepts and principles, team activities, and feedback activities. An Orientation Unit is available from the Laboratory that 1) gives school executives or university professors the information they need to decide whether the training package is appropriate for their staff or students; 2) introduces the training program to those who may take the training units; and 3) orients other school personnel who do not need intensive training but want an overview to the processes and benefits of instructional purposing. Elements include the slide-tape interview; written orientation about the nature and benefits of the processes involved in instructional program management; and a guide for those responsible for deciding whether and how to implement an improved purposing operation.

PRICE

Unit 2: $8.95 each
Coordinator's Handbook: $4.50
Complete Package (Units 1, 2, 3): $24.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Only prepaid orders accepted.

Educational Management Division
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Determining Instructional Purposes Training Package 1 -- Unit 3: Deriving Objectives

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 67

Products: 129, 130

TARGET AUDIENCE

Principals; curriculum consultants; specialists; and teachers (when on special planning assignment)

PRODUCT EVALUATION

Data from performance testing show statistically significant gains on both knowledge and skill objectives. A wide range of users judge the product to be useful, appropriate to their needs, and well-developed.

PRODUCT CHARACTERISTICS

Unit 3: Deriving Objectives is designed to develop knowledge and skills, and to improve the capabilities of instructional planners in the derivation of educational objectives from more general goals. The training focuses on: 1) the appropriate use of curricular objectives; 2) the derivation of specific curricular objectives; 3) the development of an appropriate set of objectives; and 4) the identification of desirable and undesirable characteristics of district-wide efforts in instructional planning. An Orientation Unit is available from the Laboratory that 1) gives school executives or university professors the information they need to decide whether the training package is appropriate for their staff or students; 2) introduces the training program to those who may take the training units; and 3) orients other school personnel who do not need intensive training but want an overview to the processes and benefits of instructional purposing. Elements include a slide-tape overview; written orientation about the nature and benefits of the processes; and a guide for those responsible for deciding whether and how to implement an improved purposing operation.

PRICE

Unit 3: $8.95 each
Coordinator's Handbook: $4.50
Complete Package (Units 1, 2, 3): $24.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Only prepaid orders accepted.

Educational Management Division
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

REACT for Administrators (Relevant Educational Applications of Computer Technology)

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 77

Product: 321

TARGET AUDIENCE

School administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

REACT for School Administrators is a series of computer-based instructional units. The units, or training packages, are organized into two separate courses. The Introductory course provides 30 hours of instruction as a general introduction to computers and survey of their use in education. The Applications course provides 30 hours of instruction that thoroughly examines the concept of data management systems using a miniature system constructed for an imaginary school. A user's guide for the data-management system is provided for use during the operation of each of the administrative applications explored through manipulating the data-management system. The units can be studied in a variety of ways. They are flexible enough for use as a semester or quarter course. They can be used for a loosely structured inservice workshop, where the materials and equipment are made available for use as the staff has the time and motivation. They can be offered as an intensive workshop. Selected individual units can be used as resource material by an individual administrator.

PRICE

Training Package: $1.95 each

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Tecnica Education Corporation
3301 Vincent Drive
Pleasant Hill, Calif. 94523

PRODUCT NAME

Indicators of Performance

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Indicators of Performance is an instructional module that provides school administrators with the knowledge and skills to assess both grade- and building-level strengths and weaknesses of a specific curriculum by using self-designed measuring instruments. The indicators present a systematic way for administrators to determine their success in accomplishing the goals and objectives they have established for their districts. The module includes three individualized, self-contained looseleaf manuals. The Project Manager's Manual provides direction for the person responsible for coordinating the development and implementation of performance indicators; the Basic Skills and Concepts Manual provides participating teachers and administrators with the basic skills and concepts essential in designing performance indicators for a particular subject area; and the Beginning Implementation Manual provides skills necessary for the implementation of performance indicators. The module also includes useful information on the development of a budget, reproduction of materials, and the establishment of time lines for specific activities.

PRICE

Price information available from Research for Better Schools, Inc.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Office of Public Information
Research for Better Schools, Inc.
1700 Market Street, Suite 1700
Philadelphia, Pa. 19103

PRODUCT NAME

Project Management: Executive Orientation

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

Products: 135, 388

TARGET AUDIENCE

School district administrators

PRODUCT EVALUATION

This project has been evaluated and revised by means of evaluation seminars in four cities. an advisory committee of experts in the field, and through an extensive field involvement in the Trenton, N.J. Public Schools.

PRODUCT CHARACTERISTICS

This module familiarizes top-level administrators with the concepts of project, management, and project management capability and provides basic information in applying these concepts to particular needs. The four lessons in this module 1) define the concepts of project and project management and the function of management; 2) state the advantages and disadvantages of implementing and using project management in a local school district; 3) describe the different organizational patterns or arrangements that can be used in implementing project management in a local school district; 4) describe the role of school administrators in creating and supporting a project management capability within a local school district; 5) describe the basic activities involved in each of the four phases in the life of a project; and 6) state where and how additional information can be secured regarding project management. This module consists of a 120-page manual, 4 filmstrips, and 4 cassette tapes.

PRICE

Price information available from Research for Better Schools, Inc.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Office of Public Information
Research for Better Schools, Inc.
1700 Market Street, Suite 1700
Philadelphia, Pa. 19103

PRODUCT NAME

Project Management: Basic Principles

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

Products: 134, 388

TARGET AUDIENCE

School district administrators

PRODUCT EVALUATION

This product has been evaluated and revised by means of evaluation seminars in four cities, an advisory committee of experts in the field, and through an extensive field involvement in the Trenton, N.J. Public Schools.

PRODUCT CHARACTERISTICS

This module provides current and prospective project managers with basic knowledge and skills essential for the management of educational projects in a local school setting. The twelve lessons in this module 1) define a project goal; 2) create a work breakdown structure for a project; 3) create a work flow diagram for a project; 4) make time estimates for the completion of a project and the individual tasks within the project; 5) estimate and schedule resources for a project; 6) develop both a typical line item budget and "program" or "objective" referenced budget for a project; 7) develop a plan for the "start-up" of a project; 8) set up a project information system; 9) develop a project manual; 10) design and use project status reports for the identification of project operational problems; 11) determine and use various criteria in the selection of alternative courses of corrective action; and 13) develop a project termination plan. This module consists of a 537-page manual, 12 filmstrips, and 12 cassette tapes.

PRICE

Price information available from Research for Better Schools, Inc.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Native American Professional Resource Directory

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

Those interested in Indian manpower resources and needs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The project was a two-fold study 1) to produce a directory of professional resources among American Indian people; and 2) to conduct a manpower survey of existing unmet needs and projections in the professional fields. No other agency has attempted to compile an indepth list of Indian people in the professional fields nor has a national survey of Indian manpower needs ever been conducted. The directory insures that Native Americans will receive consideration for position openings, and serves as a tool for agencies seeking qualified professional Indian personnel.

PRICE

$4.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
  Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Research Reports from Environment for Teaching Program

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 101

Products: 138, 139, 140, 392, 393, 394, 395, 396, 397

TARGET AUDIENCE

Educational administrators; researchers; organizational theorists; students of educational administration

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A number of research reports were produced during the earlier stages of this program. Representative examples include the following:

1. "Impact of the Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation" by J. W. Meyer and E. G. Cohen.
2. "Teachers in Teams: Interaction, Influence, and Autonomy" by S. R. F. Molnar.
3. "The Active Classroom: A Comparison of Team-Teaching and Self-Contained Classroom Schools" by E. Lueders-Salmon.

A list of the other research reports from this program, available through ERIC or the Center, is available on request.

PRICE

1. Box R: $3.25; ERIC (ED 062 291) HC $6.58; MF $.65
2. Box R: $2.80; ERIC (ED 058 177) HC $6.58; MC $.65
3. ERIC (ED 074 069) HC $3.29; MF $.65

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Items 1 and 2 are available from Box R, School of Education, Stanford University, Stanford, Calif. 94305 at the prices indicated above, and also from ERIC.
Item 3 available from ERIC, P. O. Drawer O, Bethesda, Md. 20014.

PRODUCT NAME

Research Reports on Evaluation of Teachers

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 139, 140, 392, 393, 394, 395, 396, 397

TARGET AUDIENCE

Educational administrators; researchers; organizational theorists; students of educational administration

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. "Evaluation and Authority in Alternative Schools and Public Schools" by B. L. McCauley, S. M. Dornbusch, and W. R. Scott.
2. "The Evaluation of University Teachers: An Application of a Theory of Evaluation and Authority" by R. R. Hind, S. M. Dornbusch, and W. R. Scott.
3. "The Impact of Teaming and the Visibility of Teaching on the Professionalism of Elementary School Teachers" by G. D. Marram, S. M. Dornbusch, and W. R. Scott.

PRICE

1, 2, and 3: single copies no charge from SCRDT or from ERIC.
1. ERIC (ED 064 787) HC $3.29; MF $.65
2. ERIC (ED 071 618) HC $3.29; MF $.65
3. ERIC (ED 072 040) HC $3.29; MF $.65

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
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Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305
or
ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Md. 20014

PRODUCT NAME

Research Report on Differentiated Staffing

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 140, 392, 393, 394, 395, 396, 397

TARGET AUDIENCE

Educational administrators; researchers; organizational theorists; students of educational administration

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

"An Exploratory Study of the Role of Paid Aides in a Differentiated Staffing Project" by D. G. Lansing.

PRICE

Single copy no charge from SCRDT: ED number not yet available from ERIC.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Research Reports from Stanford Project on Academic Governance

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 392, 393, 394, 395, 396, 397

TARGET AUDIENCE

Educational administrators; researchers; organizational theorists; students of educational administration

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A number of research reports have been produced by this project. Following is a list of representative examples:

1. "The Analysis of Organizational Change: A Human Relations Strategy Versus a Political Systems Strategy" by J. V. Baldridge.
2. "Models of University Governance: Bureaucratic, Collegial, and Political" by J. V. Baldridge.
3. "Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations" by J. V. Baldridge.
4. "Academic Politics, Morale, and Involvement: Preliminary Findings of the Stanford Project on Academic Governance" by G. P. Ecker and J. V. Baldridge.
5. "Institutional Size and Professional Autonomy: The Death of the Small College Myth?" by J. V. Baldridge, D. Curtis, G. P. Ecker, and G. L. Riley.

PRICE

1. ERIC (ED 062 287) HC $3.29; MF $.65
2. ERIC (ED 060 825) HC $3.29; MF $.65
3. ERIC (ED 062 244) HC $3.29; MF $.65
4. ERIC (ED 071 625) HC $3.29; MF $.65
5. Single copy no charge from SCRDT; also ERIC (ED 078 785) HC $3.29; MF $.65

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Md. 20014

ALSO SEE:

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Famulus II 141
Review and Index of Tests and Measurements of Early Childhood Education Program 142
CSE-ECRC Preschool/Kindergarten Test Evaluations 144
CSE Preschool/Kindergarten Hierarchical Objectives Charts 145

ELEMENTARY EDUCATION

Volume 1 Available Products

CSE Elementary School Test Evaluations 160
CSE Elementary School Hierarchical Objectives Charts 161
ALERT Sourcebook of Elementary Curricula, Programs, and Projects 173
The Schools and Individualized Instruction: Six Perspectives 183
Multiunit Elementary School 198

Volume 2 Anticipated Products

CSE Elementary School Evaluation KIT: Program Planning 414
CSE Elementary School Evaluation KIT: Implementation and Progress Evaluation 415
Elementary Mathematics Information Unit 419

SECONDARY EDUCATION

Volume 1 Available Products

American Government Information Unit 208
Social Studies Information Unit 209
Human Relations Training Unit 210

Volume 2 Anticipated Products

CSE Secondary School Test Evaluations 444
Multiunit Secondary School 450

CAREER EDUCATION

Volume 1 Available Products

Statewide Planning and Management of Vocational Education 226
Local Planning and Management of Vocational Education 227
System for Statewide Evaluation of Vocational Education 230
Information Dissemination and Utilization in Vocational Education 239
Diffusion of Innovations in Vocational and Technical Education 240

HIGHER EDUCATION

Volume 1 Available Products

Educational Development Officer: Inservice Training 269
Educational Development Officer: Training Series 270
Developing Measurable Objectives: A Training Package 271
Group Delphi Goals 272
Model Institutional Factbook 273
Institutional Research Models 274
NLHE Information System 275
NLHE General Ledger System 276
Statistical Interface System 277
Management Planning Guide 278
Management by Objectives Training Package 279
Supplementary Material for Individualized Instruction 280
Goal-Setting for Organizational Accountability 281
Writing Higher Level Objectives: Cognitive Domain 282
Instructional Improvement Training Series and Workshop Trainer's Manual 283

TEACHER EDUCATION

Volume 1 Available Products

Teaching a Standard English to Speakers of Other Dialects--Targeted Communications Project 291
Four Studies of the Effects of Using Teams-Games-Tournament in the Classroom 292
Instructional Model for Optimal Use of Games 293
Evaluation Scheme for Determining the Effectiveness of Games 294
Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom 311
Quality Assurance Specialist Program 332
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

A Study of Parent Training for Participation in Decision Making 488
Faculty Information and Staff Development Programs 489
Content Analysis of Textbooks for Black Students, Grades 1-3 498
Preparing Education Training Consultants (PETC) 503

BASIC RESEARCH

Volume 1 Available Products

Evaluation Comment 351
Observations and Analysis of the Literature on Change 354
Evaluation of Comprehensive Planning Literature with an Annotated Bibliography 355
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Volume 2 Anticipated Products

The Impact of Evaluation on Decision Making: The Title VII Experience 523
A Guide to Educational Resources 524

Early Childhood Education

PRODUCT NAME

Famulus II

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Educational change agents;
researchers;
curriculum supervisors;
administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Famulus II is a computer program that permits access to a file of 100,000 references relevant to problems in early childhood education. The file includes a complete bibliographic citation for each reference, with title, abstract, and key word list. References were drawn from the ERIC/ECE file, journals, books, and published reports. The computer program is capable of conducting textual searches of each complete reference, compiling a selection of references with certain terms in their titles, abstracts, or key word lists. Development is also under way for more complex search routines that use search terms determined by analysis of a selection of highly desirable references supplied by the inquirer.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Review and Index of Tests and Measurements of Early Childhood Education Program

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Evaluators at CEMREL, Inc. have constructed an index and reference list of some 800 tests and measurements that have been used with children from birth through the age of eight. The purpose of the review and index is twofold: to provide easily accessible and concise information on the cost, availability, validation, and other pertinent information on a variety of test and measurement instruments; and to provide cross categorization comparisons within and between instruments on a variety of dimensions. Program personnel can more knowledgeably select testing instruments by using the index to identify those instruments that will measure a specific set of program objectives. The index also can be used to isolate a variety of desired items from different tests and thereby construct a hybrid test for a specialized purpose. Professional test developers should find the index useful in emphasizing the need for providing variety in the response methodologies used in test construction. Finally, otherwise obscure or unpublished test instruments are made more accessible through the index.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Lower social economic status (SES) mothers having limited educational backgrounds

PRODUCT EVALUATION

The programmed test and videotaped simulation have been evaluated with a representative sample of the target population. This limited field test has demonstrated 1) a high receptivity for program content, 2) the readability of the instructional materials, and 3) the adequacy of the response mode. A second formative evaluation is evaluating additional content.

PRODUCT CHARACTERISTICS

The purpose of this project is to develop and test a relatively low-cost model-- programmed televised instruction-- by which thousands of parents can be trained simultaneously at home in techniques for enriching their children's environments. In addition, a broadcast-quality televised training program for parents in these techniques will be produced.

Research report -- A television programming model for use by instructional programmers will be described. The developmental information, procedures for application, and the data from this project will provide for the development of other programs in various content areas.

Technological products -- 1) A training program for parents will be produced including a one-half hour, broadcast-quality videotape; an accompanying programmed text: Teaching Your Child; and criteria checks for self-evaluation. 2) An edited text also will be produced consisting of papers capsulating consultant input into the planning sessions, Strategies for the Design of Parent Training Programs: Intellectual Stimulation and Motivation of Young Children.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

CSE-ECRC Preschool/Kindergarten Test Evaluations

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles (with the UCLA Early Childhood Research Center)

PROGRAM, PRODUCT LINKS

Program: 28

Products: 125, 145, 160, 444

TARGET AUDIENCE

Preschool and kindergarten teachers and directors; superintendents; evaluators; psychometricians and others selecting tests to measure achievement of objectives at the preschool level

PRODUCT EVALUATION

Over 4,700 copies were distributed as of June 1973. Results of an impact study conducted in 1972 is available from the Center.

PRODUCT CHARACTERISTICS

As part of the process of developing technologies to evaluate preschool and kindergarten programs, CSE has developed several tools. The Preschool/Kindergarten Test Evaluations provides a critical and objective evaluation of all published assessment, prognostic, and diagnostic instruments for preschool and kindergarten children. This book, like the elementary-level book, contains a compendium of tests, keyed to educational objectives for preschool and kindergarten education, and evaluated by measurement experts and early childhood educators for such characteristics as meaningfulness, examinee appropriateness, administrative usability, and quality of standardization. This "periodic table" of tests and objectives is designed for use by principals, superintendents, and preschool directors who do not have technical expertise in educational measurement and evaluation. Nevertheless, the product's rigorous treatment will make it of interest to educational evaluators and psychometricians.

PRICE

$5 payable to the Regents of the University of California

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

CSE Preschool/Kindergarten Hierarchical Objectives Charts

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 144, 161

TARGET AUDIENCE

Preschool and kindergarten directors; principals; teachers; planning groups; parents

PRODUCT EVALUATION

Documents not available at this time.

PRODUCT CHARACTERISTICS

As part of the process of developing tools for the evaluation of early education, CSE has categorized the goals of preschool and kindergarten education into broad goal areas and then into subgoals. The major categories offered were used as means to categorize all published tests into the objective area they best serve. This means that one might check the availability and quality of tests for each goal area of early education. For many of the goal areas either no standardized tests exist or the quality of the offerings is poor. As an alternative, CSE has broken down each goal in terms of its subgoals and objectives in a hierarchical fashion. The charts contain objectives ranging from broad goal areas to more specific objectives that lead to, but do not include, behavioral objectives. Behavioral objectives may be added easily by referring to collections such as those provided by the IOX. The hierarchical charts link broad goal areas to specific behavioral objectives, ensuring that the objectives used in the classroom are focused on achieving the more broadly stated goals of the system or of important constituent groups.

PRICE

$10 payable to the Regents of the University of California

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

Early Childhood Education Study Publications and Films

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 60

TARGET AUDIENCE

Teachers; prospective teachers; parents; community groups

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following publications are available, prepaid: Approximation No. 1, $1; Building a Playground, $.60; Building with Cardboard, $.60; Building with Tires, $1; Building with Tubes, $.60; Materials List, $.60; Moments in Learning, $.25; Leicestershire Revisited by William Hull, $1; Messing About in Science by David Hawkins, $1; Some Thoughts on Integrity by Tony Kallett, $1; The Plowden Report (an excerpt), $1; single sheets, $1.

Seventeen 16mm, black and white, sound films also are available, prepaid. Films may be rented for a three-day period or purchased. Six films also have been produced as a vignette series

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Parent/Child Toy-Lending Library: Preschool and K-1

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 62

Product: 149

TARGET AUDIENCE

Parents of 3- to 6-year-old children; children in primary grades and their teachers

PRODUCT EVALUATION

Field-test data are published in "The Parent/Child Toy Lending Library" (stock #1780-0993) available from the Superintendent of Documents, G.P.O., Washington, D.C. for $.60. The same publication includes information on installing and obtaining funds for the Toy Library program and suggestions on how to make your own toys. Also see ERIC ED 045 204, ED 046 206, and ED 045 205.

PRODUCT CHARACTERISTICS

Many young children do not have an opportunity, prior to entering school, to play with toys that can stimulate their cognitive growth and teach them to begin to solve problems. With funding from the Carnegie Corporation, the Laboratory has spent several years developing or adapting toys, games, and puzzles into learning episodes that enable 3- to 5-year-olds to learn to solve problems, to develop concepts, and to increase their basic language skills. A parent course has been developed that enables a community member to train other parents in the use of various toys. These are loaned to parents (one toy per week for eight weeks) to use at home with their own children. Every item is self-pacing and self-correcting. The product consists of 8 videotape or 8 kinescope training films that train parents in some 20 learning episodes; a parent how-to handbook; a librarian (course leader) manual; a set of films; and sets of 20 each of the basic toys: wooden table blocks, reading activity card set, pattern box, matrix box, poetry task, stamps, work bank-- plus another 8 optional toys to be loaned to parents who complete the basic course.

PRICE

Set of basic toys $47.70; set of "loaner" toys $54; set of filmstrips & cassettes $100; librarian manual $1.50; parent handbook $1. A film, "Learning & Growing & Learning" is available from Modern Talking Picture Service.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Materials are available from General Learning Corp., 250 James St., Morristown, N. J. 07960.

The film is available from Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N. Y. 10036.

PRODUCT NAME

Responsive Learning Booth Program

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 62

Product: 149

TARGET AUDIENCE

Preprofessionals in the Responsive Follow Through Program; teachers in all early childhood programs; reading specialists; teachers, assistants, and other individuals at the primary-grade level; K-2 pupils

PRODUCT EVALUATION

There are indications that kindergarten children who have had Learning Booth experience developed language skills necessary for success in reading and problem solving. See ERIC ED 045 201.

PRODUCT CHARACTERISTICS

The Learning Booth consists of an electric typewriter, a booth attendant, and a set of learning episodes designed to facilitate problem solving and letter recognition through the use of the typewriter. Two or three times a week, a booth attendant asks a particular child if he would like to "play with the typewriter." If the child says yes, the attendant takes him to a booth in which he is allowed to play with the typewriter for 10 minutes. The learning episodes are grouped within five progressively difficult phases in which the child's progression is a function of his having mastered the earlier phases.

The Responsive Learning Booth program includes a guide for Learning Booth Attendants that outlines all materials, equipment, activities, and charts involved in the operation of a booth.

PRICE

To be determined by publisher (not yet selected)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Responsive Education Program: Preschool and Primary Grades

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 62

Products: 147, 148

TARGET AUDIENCE

Teachers and assistants in programs for preschool and primary children; children and their parents

PRODUCT EVALUATION

All evaluation to date has been conducted at Head Start and Follow Through sites. (See ERIC ED 010 122, ED 045 207, ED 045 203, and ED 045 202.) Evaluation will continue after finished training materials are distributed nationally.

PRODUCT CHARACTERISTICS

This inservice teacher training program, using the Responsive Program, focuses on preschool and primary grades.

The Laboratory offers 6 weeks of training to a community-appointed program advisor who in turn works with approximately 10 classrooms, 10 teachers, and 10 assistants. Portable videotapes are used for developing teacher self-evaluation. The teacher training notebook is available, plus other training materials for teachers and assistants for inservice training that includes printed materials and audiovisuals.

The program and materials reflect the objectives of the Responsive Program --a concern about the self-image and about cognitive learning-- based on a problem-solving approach to learning.

PRICE

Teacher training notebook: $5
Teacher assistant handbook: $1.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
☐	☐	☐	☐

General Learning Corporation
250 James Street
Morristown, N.J. 07960

PRODUCT NAME

Early Childhood Information Unit

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Programs: 62, 63

TARGET AUDIENCE

Parents, teachers, and administrators concerned with improving practices in Early Childhood Education

PRODUCT EVALUATION

The Information Unit has been tested with potential users. Results show that users find the product a valuable information source as well as a decision-making aid. Evaluation reports are available; a final report on Phase I of the developmental project is available through ERIC (ED 045 223).

PRODUCT CHARACTERISTICS

The purpose for developing the Early Childhood Information Unit is to shorten the time required to implement effectively new Early Childhood programs in the schools.

The Information Unit contains objective and usable information on well-developed and tested Early Childhood programs so that decisions about adoptions and/or adaptations of programs can be made based on rational consideration of alternatives in light of local requirements and constraints.

The Early Childhood Information Unit consists of: 1) an overview of early education; 2) an introductory audiovisual presentation; 3) summary descriptions on seven Early Childhood programs; 4) reports on an additional eight models; 5) audiovisual briefings on each of the eight models; and 6) a selected bibliography.

(A shortened print-only version of the information unit may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. Title is Early Childhood Education PREP Report No. 37. Cost is $.60.)

PRICE

$88.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
x			

Educational Products Information
  Exchange (EPIE)
463 West Street
New York, N. Y. 10014

PRODUCT NAME

Beyond "Compensatory Education": A New Approach to Educating Children

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 62

TARGET AUDIENCE

Educators; librarians; teachers; administrators; early childhood personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

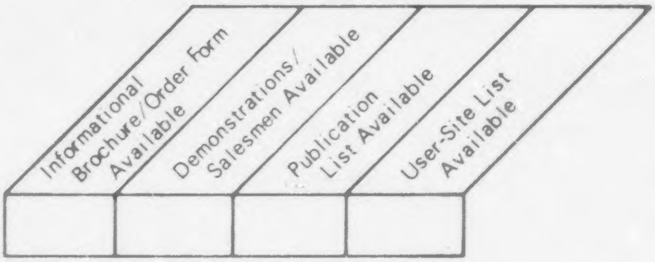
This is a collection of hard-hitting articles that propose a more productive approach to education than some of the present unsuccessful methods. Researchers focus here on the needs of children who are neither middle-class nor white in an effort to alert educators to some of the incongruences presently existing between children's homes and the schools they attend. The book specifically rejects the "melting pot" philosophy and advocates instead cultural pluralism to surmount the social impasse frequently faced by teachers and administrators today.

Contributors to the book include: Glen P. Nimnicht and James A. Johnson, Jr., its editors, along with Arturo Avina, Stephen L. Bayne, Alfredo Castaneda, Dorothy C. Clement, Patricia A. Johnson, and Francis McKinley.

PRICE

$1.85, prepaid
Use stock number #1780-01150

AVAILABLE INFORMATION


Informational Brochure/Order Form Available
Demonstrations/ Salesmen Available
Publication List Available
User-Site List Available

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

PRODUCT NAME

Perceptual Skills Curriculum

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

PROGRAM, PRODUCT LINKS

Program: 68

TARGET AUDIENCE

The curriculum is used as a year-long core program in preschool and kindergarten, and as a support program in grades one and two. With minor adaptations, it has been used in diagnostic and remedial programs for older children in schools and clinical settings.

PRODUCT EVALUATION

The curriculum's effectiveness has been demonstrated in traditional, individualized, and open classrooms, and in rural, urban, and suburban schools. See, for example: The Development and Validation of an Individualized Perceptual Skills Curriculum. Rosner, J. Pittsburgh: LRDC, 1972. (ED 062 731)

PRODUCT CHARACTERISTICS

The Perceptual Skills Curriculum is an individualized program for teaching children the basic perceptual abilities essential for success in elementary-school instructional programs in reading, arithmetic, handwriting, and spelling. It was designed to detect and correct children's shortcomings before they can cause school failure. The curriculum consists of 133 behavioral objectives paired with 133 criterion-referenced tests, 4 charts for recording student progress, and more than 1,800 correlated learning activities. The tests and activities can be applied in everyday classrooms by teachers and aides.

PRICE

Printed matter (6 volumes plus 4 student progress profile charts): $49.50; Starter set of 6 visual-motor geoboards: $11.70; Classroom set of 20 assorted visual-motor geoboards: $37.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Walker Educational Book Corporation
720 Fifth Avenue
New York, N. Y. 10019

PRODUCT NAME

Coordinated Helps in Language Development (CHILD)

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 75

Products: 154, 180, 423, 424

TARGET AUDIENCE

Teachers of 5-year-olds

PRODUCT EVALUATION

Results of testing in 1969-70 with kindergarten children show: 1) student performance was particularly high on items dealing with complex usage of language and 2) performance was high on items involving the use of language to explain causal relationships to reason. Thus these particular types of language skills appear to be consistent benefits of the CHILD program.

PRODUCT CHARACTERISTICS

CHILD is self-explanatory classroom activity guide for teachers. The guide includes 75 activities in 9 categories. Within each category, a logical sequential order is maintained to enable the child to move toward the particular instructional goal. For each of the activities, the step-by-step guide includes: objective, list of materials, procedures, and observation. Also included are: hints for parent involvement; activities for children to do at home; checklist for recording individual performance; diagnostic guide; and bibliography.

The guide provides assistance for teachers in conducting practice and training to help 5-year-old children expand their verbal power and link language and thought. Children achieve such goals as: learn to speak by imitating sounds and voices they hear; learn to use new words and gain clearer meanings of words through conversations, discussions, and planned experiences; extend meaning of words by making comparisons, learning to use synonyms, and discovering that words have different meanings when used in various contexts; extend language patterns beyond the use of isolated words, phrases and gestures, etc.

PRICE

Activity Guide: $4

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Commercial Educational Distributing Services
Box 3711
Portland, Ore. 97208

154

PRODUCT NAME

Improving Motor-Perceptual Skills (IMPS)

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 75

Products: 153, 180, 423, 424

TARGET AUDIENCE

Teachers of 5-year-olds

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

IMPS is a self-explanatory classroom activity guide for the teacher. The guide includes 34 classroom activities in 5 categories: general coordination; balance; body image; eye-hand coordination and eye movement; and sensory perception. For each of the activities, the step-by-step guide includes: specific objectives; directions for the teacher; directions for students; materials that can be used; examples and illustrations; variations including supplemental activities for the child having difficulty; and minimum acceptable performance criteria for each activity.

The guide provides assistance for teachers in conducting practice and training sessions to help 5-year-olds develop motor-perceptual abilities. As a result of experiencing these activities, children achieve such specific objectives as: following a given object as it moves back and forth 10 times in a 39-inch horizontal path; striking a swinging, suspended 3-inch ball with a thrust finger 3 continuous times holding holding head still watching the ball.

PRICE

Activity Guide: $3

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Oregon Division of Continuing Education
Extension Hall Annex
Corvallis, Ore. 97331

PRODUCT NAME

Bilingual Kindergarten

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 96

Product: 404

TARGET AUDIENCE

5-year-old Spanish-speaking children; teachers and parents of children in the kindergarten program

PRODUCT EVALUATION

Evaluation was based on objective data obtained from norm-referenced and criterion-referenced tests given during the program's pilot and field tests. Findings revealed significant gains in Spanish and English mastery, especially Spanish. Areas of improvement include independent work habits, task-completion orientation, persistence, curiosity, and inter- and intrapersonal skills. Evaluation reports are available for 1970-73.

PRODUCT CHARACTERISTICS

The Bilingual Kindergarten program is a comprehensive planned program for 5-year-old Spanish-speaking children. The curriculum contains 12 instructional units dealing with content areas relevant to the economically disadvantaged child. The program develops skills in seven areas: visual, motor, auditory, basic English structures, English vocabulary, prewriting, and ideas and concepts. Initial instruction is in Spanish with English introduced after the child has mastered the concept in his first language. Spanish continues to be used throughout the program. Staff development activities are included. The program also provides parent education lessons.

Program materials include:

1. Curriculum for Bilingual Kindergarten Program (12 units in both Spanish and English)
2. Staff Development Materials (14 training modules)
3. Parent Education Materials (50 activities)

PRICE $399 per class plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
X			X

Publisher: Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Prereading Skills Program

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

Product: 198

TARGET AUDIENCE

Kindergarten teachers and children, particularly those from low socioeconomic backgrounds

PRODUCT EVALUATION

The program has undergone small-scale field testing. Children have responded favorably to program activities and teachers believe their children to be better prepared than previous classes for formal reading instruction. Systematic evaluation of the program's results remains incomplete. Large-scale field testing will be conducted in 1974-75.

PRODUCT CHARACTERISTICS

The prereading program aims to have children attain these specific objectives:

1. Ability to match letters, letter strings, or printed words, taking into account the orientation and order of the letters, and full configuration of the words.
2. Ability to match words on the basis of constituent sounds and to decide whether or not a given word contains a particular sound.
3. Ability to blend sounds into real words, using letters or pictures as stimuli for the sounds.

The instructional program emphasizes games, songs, and other activities designed to be enjoyable to preschool children and thus self-motivating. Emphasis is on small groups arranged according to individual needs.

PRICE

The program is available for use in 1974-75 from Encyclopedia Brittanica Enterprises. The price has not yet been determined.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Encyclopedia Brittanica Enterprises
425 North Michigan Ave.
Chicago, Ill. 60611

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Diffusion Strategy Guide 109
Guide to the Development of a Regional Consortium of State Departments of Education 110
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125

ELEMENTARY EDUCATION

Volume 1 Available Products

Language and Thinking, Level A 159
Publication Series 178
Concepts and Language 194
Oral Language Program 196
Reinforced Readiness Requisites Program 197

Volume 2 Anticipated Products

Aesthetics in the Physical World 406
Classroom Strategies 433
Thinking and Reasoning 437
Exploring Number Concepts 438
Children's Folklore 439

SECONDARY EDUCATION

Volume 2 Anticipated Products

Exploring Childhood 446

TEACHER EDUCATION

Volume 1 Available Products

Minicourse 2: Developing Children's Oral Language 305
Minicourse 8: Organizing Independent Learning--Primary Level 307
Minicourse 18: Teaching Reading as Decoding 310
Research Reports from Program on Teaching and Linguistic Pluralism 348

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Elementary Education

PRODUCT NAME

Aesthetics and the Arts Elements (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 158, 284, 285, 286, 287, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

Children in grades 1-2; non-arts teachers of primary grades; curriculum administrators of primary grades

PRODUCT EVALUATION

Each package has been subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socioeconomic levels.

PRODUCT CHARACTERISTICS

Aesthetics and the Arts Elements includes concepts that relate specifically to the elements used in the arts and present in the environment, such as tone color in music or shape in the visual arts. Students work through activities where they identify art elements, create with them, and identify how they are used in a whole work of art.

Packages in this group available during the 1973-74 academic year to schools are:

Package Title	Price and Year Available		
	Student Package/	Teacher Package	
Tone Color	to be determined		
Rhythm/Meter	$15	$60	(1974)
Texture	to be determined		(1974)
Shape	$27.50	$3.95	(1973)
Shape Relationships	$27.50	$3.95	(1973)
Shapes and Patterns	$36	$3.95	(1973)
Movement	to be determined		(1974)

PRICE

See above for prices. Student packages contain enough materials for six children. To order, contact Roy Oakley, Audio Visual Department, The Viking Press, 625 Madison, New York, N.Y. 10022

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

For informational brochure and publications list, write Aesthetic Education Program, CEMREL, Inc., 3120 - 59th Street, St. Louis, Mo. 63139.
For ordering information and sales representatives, write The Viking Press (see above).

PRODUCT NAME

Aesthetics and the Creative Process (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 284, 285, 286, 287, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

Children in primary grades; non-arts teachers of primary grades; curriculum administrators of primary grades

PRODUCT EVALUATION

Each package has been subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socioeconomic levels. A longitudinal study of the extended pilot tests has been conducted for the first four packages in this series in nine school districts.

PRODUCT CHARACTERISTICS

Aesthetics and the Creative Process presents methods of organizing the elements in the creative process, or the process of transforming the elements into whole works of art. Students attend to methods by which they create works of art. Thus they enter into the process of making aesthetic judgments. Inherent to this is the formulation of a basis for aesthetic judgments by the students.

Packages in this group available during the 1973-74 academic year are:

Package Title	Price and Year Available		
	Student Package/	Teacher Package	
Constructing Dramatic Plot	$45	$15	(1973)
Creating Word Pictures	$56	$3.95	(1973)
Creating Characterization	$52.50	$32.50	(1973)
Relating Sound and Movement	$145		(1973)
Arranging Sounds with Magnetic Tapes	to be determined		(1974)
Examining Point of View	$27.50	$3.95	(1973)

PRICE

See above for prices. Student packages contain enough materials for six children. To order, contact Roy Oakley, Audio Visual Department, Viking Press, 625 Madison, New York, N.Y. 10022

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

For informational brochure and publications list, write Aesthetic Education Program, CEMREL, Inc., 3120 - 59th St., St. Louis, Mo. 63139.
For ordering information and sales representatives, write The Viking Press (see above).

PRODUCT NAME

Language and Thinking
Level A

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 9

Product: 412

TARGET AUDIENCE

Preschool, kindergarten, and first grade children; parents of preschool and primary children

PRODUCT EVALUATION

Data collected over a three-year period shows significant gains by children in experimental classes. Evaluation report available.

PRODUCT CHARACTERISTICS

Language and Thinking is an instructional program for 3 to 7-year-old students for developing language and cognitive skills. It consists of 10 packages of multimedia materials-- cassettes, transparencies, picture cards, game cards, games, manipulatives, and Teacher's Guides-- in addition to Student Activity Books and criterion-referenced assessment materials.

Language and Thinking presents a system that develops visual and auditory discrimination; develops each child's use of basic language; develops verbal fluency and increases vocabulary; provides practice in such critical thinking skills as drawing relationships; making inferences; making predictions; analyzing problem situations; synthesizing ideas; recognizing incongruities and analogies; making hypotheses; and evaluating situations, events, and actions.

PRICE

Complete set of 10 packages plus a Follett display board: $396, school price. Other combinations available.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x	x	x

Sharon Olsen
Follett Publishing Company
1010 West Washington Blvd.
Chicago, Ill. 60607

PRODUCT NAME

CSE Elementary School Test Evaluations

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 123, 125, 145, 161, 444

TARGET AUDIENCE

Elementary school principals; superintendents; evaluators; psychometricians; and anyone selecting tests to measure specific educational objectives

PRODUCT EVALUATION

A 1971 impact study of 697 users indicated that 84% were confident of the evaluations' validity and worth; 438 used the book to validate previous decisions, 409 to select new tests, and 180 to change tests. Over 7,500 copies were distributed as of June 1973.

PRODUCT CHARACTERISTICS

The CSE Elementary School Test Evaluations provides a critical and objective evaluation of all published assessment, diagnostic, and prognostic instruments for elementary school children. This book contains a compendium of tests, keyed to educational objectives of elementary education, and evaluated by measurement experts and educators for such characteristics as measurement validity, examinee appropriateness, administrative usability, and technical excellence. This "periodic table" of test and objectives is designed for use by principals and superintendents who do not have technical expertise in educational measurement and evaluation, but who are required to select tests for their schools and districts. However, the rigorous treatment of the book will make it of interest to educational evaluators and psychometricians.

PRICE

$5 payable to the Regents of the University of California

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

CSE Elementary School Hierarchical Objectives Charts

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 123, 145, 160

TARGET AUDIENCE

Evaluators; superintendents; teachers; program planners; parent groups

PRODUCT EVALUATION

Over 3,680 sets of charts were distributed as of September 1973. An impact study, currently being conducted, will be made available through the ERIC system.

PRODUCT CHARACTERISTICS

These charts categorize the goals of elementary education into 41 broad goal areas and 104 subgoals. The major categories were used to categorize all published tests by the objective area they best serve. This means that one might check the availability and quality of tests for each goal of elementary education. For many goals, either no standardized tests exist or the quality of the offerings is poor. As an alternative, the Center has broken down each goal in terms of its subgoals and objectives in a hierarchical fashion. The charts contain objectives ranging from broad goal areas to more specific objectives that lead to, but do not include, specific behavioral objectives. Behavioral objectives may be added easily by referring to collections available from other sources. The hierarchical objectives charts link broad goal areas to specific behavioral objectives, thus ensuring that the objectives used in the classroom are focused on achieving the more broadly stated goals of the system. Each set contains 21 charts printed on 17" x 22" colored paper.

PRICE

$12.50 payable to the Regents of the University of California

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

African Art and Culture

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 35

TARGET AUDIENCE

Students, grades 4 to 6

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Through booklets, role plays, and craft activities, children learn about the lifestyle and customs of four African societies. the Yoruba, Dogon, Dan-Guere, and Bakuba. Children apply African aesthetic standards to African art and gain a totally new way of thinking about and appreciating beauty. Activities include making pottery and tie-dye cloth, building a traditional Dogon granary, and relating, through pictures, the story of an important person or event in their lives.

Two booklets are available. Yoruba Blue presents the art of tie-dying and starch-dying through stories and pictures of people who make and wear the beautiful indigo adire cloth. Ideas and instructions for making adire designs are included. Yoruba Brown, handsomely illustrated, provides a rich portrayal of Yoruba society and explains the religious and social significance of Yoruba sculpture.

PRICE

The two booklets may be purchased as a set for $3. For orders under $25, enclose a check or money order.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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School Relations Coordinator
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

African Mathematics Program

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 35

TARGET AUDIENCE

Primary and secondary mathematics students and teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Primary and secondary mathematics curricula and teacher training materials were developed in Africa for use by classroom teachers in Africa. Twenty tapes on various mathematics topics produced in 1970 have been distributed to African teacher training colleges. Films have been produced to demonstrate how some African primary school teachers are handling the new mathematics materials. The films listed below have been produced for use in Africa, but limited distribution may be allowed in the United States to groups especially interested in the work of the program. All films are 16mm, black and white, sound, with commentary.

1. "New Mathematics in the Primary School"
   17 minutes, purchase $35, rental $15
2. "Assigning Fractions to Points on a Number Line"
   20 minutes, purchase $40, rental $15
3. "Folding and Turning Symmetries"
   17 minutes, purchase $35, rental $15

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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African Mathematics Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

African Primary Science Program Publications and Films

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 35

TARGET AUDIENCE

Primary school science teachers; teacher-training college students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. Activities for Lower Primary, is a packet of 11 booklets for teachers. It suggests science activities for primary children to experience readily available natural materials, while drawing on skills in mathematics and language. Although designed for use in Africa, the booklets offer many useful suggestions for American classrooms.
2. Other African Primary Science Program teacher's guides, involving activities in biological, physical, and chemical sciences, have been published. A few are available on request to the program.
3. Color films are available for purchase or for a three-day rental. The films include: "Asking Questions," 7 minutes, purchase $70, rental $10; "The Inquiring Mind," 15 minutes, purchase $150, rental $15; "Let's Find Out," 15 minutes, purchase $150, rental $15; "Teaching Tomorrow," 12 minutes, purchase $120, rental $10; and "Village School," 12 minutes, purchase $120, rental $10.

PRICE

1. $5 plus 20% handling and mailing
2. Complimentary on limited basis
3. See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

African Primary Science Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

People and Technology

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 51

Product: 416

TARGET AUDIENCE

Students, grades 5 to 7

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Students examine case studies, manipulate tools and simple machines, and investigate technological issues in their own communities. They begin with a look at the 19th-century whaling industry in New England, then study the building of the Volta Dam in Ghana. Suggestions for community studies are given but are developed largely by each individual class.

Materials include films, cassettes, filmstrips, concept books, construction guides, biographical accounts, tool kits, teacher's guides and seminars, community study guides, and evaluation strategies.

Available units include Unit I Using Tools (19th Century Nantucket Whaling) and Unit II Acquiring Energy (Volta River Dam, Ghana). Classroom sets and tool kits for 30 students, film sets, and a sampler consisting of student booklets, newsletters, and a course prospectus are available.

PRICE

Classroom set: $300
Tool kit: $80
Film sets: 16mm, $850; 8mm, $425
Sampler: $5

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Ruth MacDonald, project director
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Man: A Course of Study

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 51

TARGET AUDIENCE

Students, grades 5 to 7

PRODUCT EVALUATION

Man: A Course of Study has been submitted to a systematic and thorough evaluation in the field. Evaluation of early versions of the course revealed problems in several suggested lessons and in some student materials. The revised course, field tested in 1967-68, had overcome major obstacles and emerged from the large-scale evaluation as a uniquely successful curriculum.

PRODUCT CHARACTERISTICS

This course introduces students, grades 5-7, to the study of human behavior. Using films, simulations, and a variety of carefully designed books and exercises, children examine such topics as life cycle, adaptation, innate behavior, learning, parental care, aggression, social structure, and communication. Case studies introduce students to the living patterns of salmon, herring gulls, baboons, and chimpanzees. Later students examine a small-scale, nonwestern culture, the Netsilik Eskimos of Pelly Bay, Canada. Children immerse themselves in a culture very different from their own to learn about how the humanity of man is revealed in other societies. Much attention in the course is given to the new insights children can gain about their own lives through the study of another culture.

Sixteen films, 23 booklets, a 7-page guide for the teacher, and other materials, including records, maps, posters, and games are available.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Curriculum Development Associates
Attn: Frances R. Link
1211 Connecticut Avenue, N.W.
Washington, D.C. 20036

PRODUCT NAME

Elementary Science Study Units

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 42

Products: 168, 298, 299

TARGET AUDIENCE

Science teachers; students in elementary science classes

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Fifty-six ESS units--teacher's guides, student booklets and worksheets, kits, and other materials have been produced.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Order Service Department
McGraw-Hill Book Company
Webster Division
    1221 Avenue of the Americas
        New York, N.Y. 10020 or
    Princeton Road
        Hightstown, N.J. 08520 or
    Manchester Road
        Manchester, Mo. 63011

PRODUCT NAME

Elementary Science Study Films and Film Loops

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 42

Products: 167, 298, 299

TARGET AUDIENCE

Science teachers; students in elementary science classes

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A number of film loops have been prepared to accompany ESS units and these are available from commercial distributors. Film loops are silent cartridges designed for use in a Technicolor projector. In some cases, a 16mm film is available.

PRICE

Information available from distributors

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Holt, Rinehart and Winston
383 Madison Avenue
New York, N.Y. 10017

Modern Learning Aids
P.O. Box 1712
Rochester, N.Y. 14603

Macalaster Scientific
Corporation
Rt. 111 & Everett Pike
Nashua, N.H. 03060

Universal Education &
Visual Aids
100 Universal City Plaza
Universal City, Calif.

PRODUCT NAME

Cambridge Conference on School Mathematics Reports

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 43

TARGET AUDIENCE

Elementary mathematics teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The reports of the three conferences are available from the publisher. In addition the conference resulted in a number of feasibility reports.

Conference reports include:
1. Goals for School Mathematics, a report of the 1963 conference on the need for curriculum reform in mathematics;
2. Goals for Mathematical Education of Elementary School Teachers, a report of the 1966 conference on teacher training;
3. Goals for the Correlation of Elementary Science and Mathematics, a report of the 1967 conference on science and mathematics curricula.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available

Conference reports: Houghton Mifflin Company, 53 West 43rd Street, New York, N.Y. 10036, Attention: John Myers.
Feasibility reports: ERIC Center for Science Education, 1460 West Lane Avenue, Columbus, Ohio 43210.

PRODUCT NAME

Introductory Physical Science (IPS)

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

TARGET AUDIENCE

Junior high school students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The IPS course is a one-year course in physical science for use in junior high schools. The student laboratory work is of primary importance.

Books include:
Introductory Physical Science Textbook (clothbound or paperbound)
IPS Teacher's Guide
IPS Achievement Test Package (Forms A, B, and C)
IPS Laboratory Tests.

Foreign language editions of the IPS course have been published in French, Korean, Portuguese, Spanish, Japanese, Italian, and Turkish. A reprint of the English edition is available in the Philippines.

PRICE

Information available from the publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Educational Book Division
Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

PRODUCT NAME

Physical Science II
(PS II)

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

TARGET AUDIENCE

Junior high school students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Physical Science II is a continuation of the IPS course for junior high schools. This second year of physical science develops the themes of the interrelationship of matter and electric charge and the different forms of energy and its conservation. PS II can serve to prepare students for more specialized courses in science or to satisfy senior high school science requirements.

PRICE

Information available from the publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Educational Book Division
Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

PRODUCT NAME

Directory to the ALERT Sourcebook

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Users of the ALERT Sourcebook--elementary school administrators, curriculum directors

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This directory lists elementary school sites across the country-- a few in each geographical region-- where schoolpeople can view the operation of curriculum programs described in the ALERT Sourcebook. The sites are listed according to the names of the curriculum programs. All sites listed have been recommended by the distributor or publisher of the curriculum, and administrators at the sites have agreed to entertain visitors or to provide information about the curriculum's implementation by phone.

PRICE

$2.45

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Docent Corporation
430 Manville Road
Pleasantville, N. Y. 10570

PRODUCT NAME

ALERT Sourcebook of Elementary Curricula, Programs, and Projects

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

School decision-makers receiving new program alternatives

PRODUCT EVALUATION

This catalog was developed and tested as part of a larger information system. The product has been demonstrated to: 1) increase user awareness of r&d programs and practices; 2) increase user knowledge, understanding, and application of these programs; 3) move users to adopt/adapt/reject decisions about alternatives. The product has been tested at 100 schools in 5 states. Evaluation reports are available from the Far West Laboratory.

PRODUCT CHARACTERISTICS

Even though many important innovations are being developed and tested, school decision-makers often lack resources and time necessary to search out and analyze these new alternatives in programs and curricula. The Sourcebook provides focused information on more than 200 innovative elementary programs and practices. Descriptions of programs are provided under the following categories: Aesthetic and Arts; Affective Education/Personal Development; Career Education; Drug Education; Early Childhood Education; Environmental Education and Ecology; English/Language Arts; Ethnic Education and Intergroup Relations; Foreign Language and Bilingual/Bicultural Education; Health; Sex and Family Life; Physical Education; Math; Science; Reading; Social Studies; and General Systems and Resources.

PRICE

$9.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Docent Corporation
430 Manville Road
Pleasantville, N. Y. 10570

PRODUCT NAME

Elementary Science Information Unit

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Teachers, consultants, administrators who make decisions about elementary school curriculum; trainers of elementary teachers

PRODUCT EVALUATION

The unit has been field-tested nationally. "Educational Development Case Study: An Elementary Science Information Unit" (ERIC ED 043 515) details success in attaining decision, information, and affective objectives during successive phases of testing. Nearly 700 units are already in use by schools and colleges.

PRODUCT CHARACTERISTICS

Many new curricula are available-- some well developed, others less so. Making rational adoption decisions has become increasingly difficult due to the knowledge explosion. By comparing and contrasting several alternatives in a rigorously impartial fashion, the developers were able to help the school decision-maker by presenting data on the validated, actionable options in parallel fashion. Not only does this multimedia product enable school personnel to make sound curriculum decisions, but at the same time use of the product trains school administrators and teachers in the process of decision making. Major characteristics examined in the Information Unit include: grade level, subject area, suggested use, teacher and student materials, goals, sample topics, student evaluation, unit sequencing, instructional strategy, teacher prerequisites, cost, availability, etc.

The product, published in 1970, includes six detailed reports, ESS, IDP, SCIS, S-APA, COPES, MINNEMAST; seven color filmstrips; seven audiotapes; a review booklet; and an instructional booklet. The unit can be used by curriculum committee for public information, for inservice training, for adoption/adaptation/rejection decisions, etc.

PRICE

$75; additional booklets may be purchased for broader applicability at $6 per half-dozen.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x	x	x

Universal Research Systems
363 So. Taaffe Street
Sunnyvale, Calif. 94086

PRODUCT NAME

Individualized Science:
Levels A-C

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

PROGRAM, PRODUCT LINKS

Program: 68

Products: 176, 177, 421, 426

TARGET AUDIENCE

Students in approximately grades 1-4

PRODUCT EVALUATION

Field testing of Levels A-C has been conducted by Research for Better Schools, Inc. The data collected indicate that Individualized Science is an individualized program that can be successfully engaged in by both students and teachers. Student reaction to the program has been quite positive.

PRODUCT CHARACTERISTICS

Levels A through C of Individualized Science cover processes of scientific inquiry and selected topics in biology, chemistry, and physics. The five complementary goals of the program are translated into learning experiences by means of various learning resources, some designed for group instruction and others for self-instruction. These resources include: Individual Lessons, Directed Group Activities, Student Activities, Mini-Explorations, Readings in Science, Men and Ideas Filmstrips, and Invitations to Explore. Certain of these resources include manipulative materials; the resources that call for extensive reading are supplemented by tapes.

PRICE

Total price per school for basic primary unit including Levels A and B: $1,220
Level C per school: $940

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x	x	x

Imperial International Learning Corporation
Box 548
Route 45 South
Kankakee, Ill. 60901

176

PRODUCT NAME

Men and Ideas Filmstrips

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

PROGRAM. PRODUCT LINKS

Program: 68

Products: 175, 177, 421

TARGET AUDIENCE

Students in grades 1-8

PRODUCT EVALUATION

Each filmstrip is used in the Individualized Science program and has been evaluated as part of that program. The filmstrip series has not been evaluated as a separate product.

PRODUCT CHARACTERISTICS

Men and Ideas Filmstrips are designed to provide opportunities for groups of students or individual students to explore relationships between science and society. Each filmstrip is based on the life and work of a leading scientist, and is accompanied by a tape and a brochure containing a biography of the scientist and a list of further activities that the student can undertake.

PRICE

$12.95 per filmstrip

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		

Imperial International Learning Corporation
Box 548
Route 45 South
Kankakee, Ill. 60901

PRODUCT NAME

Metric Measurement Unit

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

PROGRAM, PRODUCT LINKS

Program: 68

Products: 175, 176, 421

TARGET AUDIENCE

Students in grades 3-8

PRODUCT EVALUATION

This unit is an adaptation of a unit in the Individualized Science program and has been evaluated as part of that program. The unit has not been evaluated as a separate product.

PRODUCT CHARACTERISTICS

The Metric Measurement Unit is an individualized learning module designed to teach basic skills in the use of the metric measurement system. The unit covers the topics of mass, volume, length, and temperature. It includes self-instructional portions, group activities, manipulatives, a filmstrip on Lagrange, and tapes to aid students in portions that require extensive reading.

PRICE

$450

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		

Imperial International Learning Corporation
Box 548
Route 45 South
Kankakee, Ill. 60901

PRODUCT NAME

Publications Series

INSTITUTION

Learning Research and
Development Center,
University of Pittsburgh

PROGRAM, PRODUCT LINKS

Program: 68

TARGET AUDIENCE

Educational researchers; psychologists; curriculum developers; and school personnel

PRODUCT EVALUATION

Since 1964, over 100,000 publications have been distributed.

PRODUCT CHARACTERISTICS

LRDC publications report basic, developmental, and evaluative research aimed at understanding learning processes and developing adaptive preschool and elementary-grade learning environments based on these understandings. The total number of publications in the Series is 181.

PRICE

Prices range from $.50 to $1.50 per copy

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

Individualized Mathematics System - I

INSTITUTION

National Laboratory for Higher Education
Center for Individualized Instructional Systems

PROGRAM, PRODUCT LINKS

Program: 73

Product: 211

TARGET AUDIENCE

All elementary schools

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

IMS is a low-cost, brightly illustrated mathematics system for grades one through six developed by the Center for Individualized Instruction and now published and distributed by Ginn and Company. A sequence of about 6,500 laminated, reusable pages allows children to master one skill at a time moving at their own pace from simple to more complex operations. The program employes cartoons and other illustrations to help those with low-verbal ability to use them successfully. Also, manipulative devices, like centimeter rods and balance scales, are keyed to the materials to enable pupils to learn by doing. Diagnostic tests incorporated into the curriculum indicate the appropriate beginning level for each child and provide immediate feedback as he progresses. A junior high continuation (IMS-II), for grades 7 through 9, currently is being developed.

PRICE

Contact Ginn & Company for price information.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

Ginn & Company
1901 Spring Street
Lexington, Mass. 02173

PRODUCT NAME

Alaskan Readers

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 75

Products: 153, 154, 423, 424

TARGET AUDIENCE

Alaskan village children in grades 1-3

PRODUCT EVALUATION

Data related to Alaskan Readers program objectives have been gathered systematically since the program was first introduced in the Alaskan schools in 1968. An analysis of student performance, at the 75 percent criterion level on achievement inventories, indicates that 97 percent of the measurable objectives introduced through Level 8 have been achieved.

PRODUCT CHARACTERISTICS

The Alaskan Reading and Language Development System is a comprehensive, multimedia program for grades 1-3. The materials are structured into 12 levels in a nongraded primary plan. The materials incorporate the following characteristics: 1) conceptual relevance for the student; 2) word-attack skills based on generalizable regularities of English taught in an orderly, sequential pattern; 3) use of literary story elements to capture interest and develop motivation; 4) teaching of listening, speaking, reading, writing and spelling in integrated units; 5) performance objectives and criteria for a 3-year, 12-level system; and 6) adaptable to a variety of organizational patterns.

PRICE

80 individual curriculum items

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Brochure and price list available from:
Eskimo, Indian, Aleut Printing Co.
Box 1287
Fairbanks, Alaska 99707

PRODUCT NAME

IPI Spelling

INSTITUTION

Research for Better
Schools, Inc.

PROGRAM, PRODUCT LINKS

Programs: 68, 89

TARGET AUDIENCE

Elementary school pupils

PRODUCT EVALUATION

Results of a curriculum-related spelling test administered in an IPI school showed that individualized spelling may have some positive effects on achievement for primary pupils and at least no negative effects for intermediate pupils. A study of the classroom procedures used in IPI Spelling showed that several variations of procedures could be introduced to suit different pupils in school situations.

PRODUCT CHARACTERISTICS

IPI Spelling uses a commercial spelling series that includes all the words research has found in the writing vocabulary of elementary grade children. The program also offers an inductive instructional approach for mastering the underlying phonic generalization needed for building spelling skill. In addition, exercises in each unit of the spelling series involve activities in composition, writing, and reading of the spelling work in context. The spelling program, then, blends and offers direct support to the total language arts program. Through IPI Spelling, the elementary school child progresses at his own pace. All of the diagnostic tests used in IPI Spelling have been placed on audio cassettes, thereby allowing the student to proceed at a pace suitable to his spelling abilities. For students who complete the elementary grade program, a self-pacing program, without audio cassettes, is available for junior high-level spelling words.

PRICE

Write to publisher for information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Ill. 60607

PRODUCT NAME

IPI Mathematics

INSTITUTION

Research for Better
Schools, Inc.

PROGRAM, PRODUCT LINKS

Programs: 68, 89

Product: 255

TARGET AUDIENCE

Elementary school pupils

PRODUCT EVALUATION

Teachers can replicate the IPI system, thus insuring feasibility for wide-scale adoption. Teachers have positive attitudes toward teaching under IPI. They use data to make decisions, to change their behavior in working with students, and to provide valuable feedback for improving the system. Students achieve as well or better than non-IPI students on IPI tests, have a positive attitude toward school and learning, and demonstrate a change in social behavior.

PRODUCT CHARACTERISTICS

IPI Mathematics is an individualized, student-oriented instructional system that allows each student to learn elementary mathematics skills at his own rate and with materials specifically suited to him. A continuum of 359 instructional objectives grouped into 10 learning areas and 7 graduated levels of difficulty provides the IPI teacher with a carefully sequenced and easily managed program that permits daily evaluation and strengthening of the child's mathematics skills. Built into the system are diagnostic tests, learning resources, and management aids to facilitate achievement of the instructional objectives. To prevent repetition of already mastered skills and to help isolate areas of particular learning difficulty, IPI Mathematics includes placement tests, pretests, curriculum-embedded-tests, and posttests. Skill booklets, precisely written to match the program's instructional objectives, enable students to work independently at learning tasks geared to their own individual capacities and needs.

PRICE

Write to publisher for information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

Appleton-Century-Crofts
Educational Division
Meredith Corporation
440 Park Ave. S.
New York, N. Y. 10016

PRODUCT NAME

The Schools and Individualized Instruction: Six Perspectives

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 89

TARGET AUDIENCE

Teachers and administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This 20-page booklet describes how Individually Prescribed Instruction (IPI) has been implemented in six schools of differing student populations and socio-economic backgrounds. These case studies also show how imaginative teachers and principals can adapt IPI to the particular educational objectives of their own schools and school districts. Included in the studies are interviews with principals, teachers, students, and parents.

PRICE

$ .60

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Office of Public Information
Research for Better Schools, Inc.
1700 Market St.
Philadelphia, Pa. 19103

PRODUCT NAME

Achievement Competence
Training Package

INSTITUTION

Research for Better
Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 87

Product: 357

TARGET AUDIENCE

5th and 6th grade students

PRODUCT EVALUATION

A 32-school posttest evaluation indicated that students using ACT showed more self-direction, self-evaluation, and belief in internal control than either of two control groups. ACT students showed a better understanding of their achievement capabilities and were aware of what they must do to achieve their own life goals.

PRODUCT CHARACTERISTICS

This training package provides the learning environment and materials necessary for helping children learn to acquire effective skills in achieving their own goals in five broad domains: scholastic, interpersonal, artistic, hobbies and handskills, and physical. The package teaches a six-step strategy for self-directed goal achievement. The six steps include: study self; get goal ideas; set a goal; plan; strive; and evaluate. Subskills are grouped under each step of the strategy and include such things as risk-taking rules, brain-storming, and envisioning achievement.

This package, consisting of about 70, 20-minute lessons, is part of a fully programmed, self-instructional, skill-oriented curriculum designed to be broadly available to elementary school children. The package provides all materials, instructions, and the learning environment necessary for use by children. The classroom teacher, therefore, does not need special training.

PRICE

To be commercially published January 1975. Limited copies presently available at Research for Better Schools, Inc., 1700 Market St., Philadelphia, Pa. 19103

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
		x	

McGraw-Hill Publishing Company
Webster Division
1221 6th Ave.
New York, N. Y. 10020

PRODUCT NAME

Bilingual Oral Language and Reading, Grades 1 and 2

INSTITUTION

Southwest Educational Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 94

Products: 431, 432, 433

TARGET AUDIENCE

Spanish-speaking children, ages 6 and 7

PRODUCT EVALUATION

Evaluation data have been positive in both the oral language and reading elements. Feedback shows that as the children use the products, they develop language skills, social skills, and self-confidence. They communicate better to their teacher and their peers. They begin to express enjoyment in school and their attendance is good. Evaluation reports are available for five Follow Through sites for 1970-1973.

PRODUCT CHARACTERISTICS

Bilingual Oral Language and Reading products for 6- and 7-year-old bilingual children rely heavily on the language experience approach. This language experience approach, using the child's everyday language, has been successful in teaching fundamental reading skills in both Spanish and English.

Oral language skills, sight reading, and phonics are taught in both grades. Socio-cultural content is emphasized. Criterion-referenced tests periodically indicate the mastery level of the children.

The Bilingual Reading element is a Spanish/English reading program initiated by language experience reading in Spanish. For each grade level the element includes Spanish and English reading lessons used in conjunction with the oral language element. Spanish reading lessons emphasize word recognition, comprehension, and phonetic and syllabic skills development.

PRICE

Grade 1 materials for teacher and 30 pupils: $764.72
Grade 2 materials for teacher and 30 pupils: $557.55

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			x

Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Bilingual Continuous Progress Mathematics

INSTITUTION

Southwest Educational Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 94

TARGET AUDIENCE

Spanish-speaking children, age 6, and teachers of bilingual (English/Spanish) children

PRODUCT EVALUATION

Data from the project's evaluation system indicate that important gains are made by pupils in relatively short periods of time. The pupils achieve a significantly greater gain in their mathematical understanding and computational skills than those of equal socioeconomic status taught by traditional mathematics methods. Data indicate that pupils and parents are enthusiastic about the project. Evaluation reports are available for the 1972-73 school year.

PRODUCT CHARACTERISTICS

This product is a complete first-year mathematics program in Spanish and English in an aural-visual mode. It is designed to allow nonreaders to progress at their own pace without being penalized for lack of ability to read and interpret written instructions. It was developed to prepare pupils for a standard math curriculum in the second grade or for the IPI mathematics program, beginning at level C. Instructional materials are built around sets of objectives. The pupil must show mastery of each objective as he proceeds through the curriculum. The amount of work required of each pupil differs according to results of diagnostic tests administered at the beginning of each area of work. The teacher can determine the child's mathematics achievement and then prescribe instruction according to his individual needs and language capability. Instructional materials consist of individual booklets, bilingual cassettes, math-related activities (games, puzzles, manipulative activities) written or designed specifically for each objective, a readiness series (learning tools designed to teach listening and other skills), and teachers' manuals.

PRICE

Pending

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			x

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th
Austin, Tex. 78701

PRODUCT NAME

Social Education, Grade 1

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 188, 189, 191, 192, 193

TARGET AUDIENCE

Teachers of low-income children, grades 1-3. (Although relevant to any linguistic or ethnic background, materials to date have been tested with black, white, and Mexican-American children in low-income areas.)

PRODUCT EVALUATION

Data indicate that all ethnic groups using the product demonstrate achievement gains. In tests, pupil's performance and enthusiasm were consistently reported as high by teachers. Data also revealed high teacher satisfaction with the product. Children enjoy the materials and teachers say the product is easy and interesting to teach. Evaluation report documents for 1970-1972 are available.

PRODUCT CHARACTERISTICS

Social Education, Grade 1, consists of multimedia instructional materials and a staff development component to be used by teachers with low-income children. Instructional units provide a 20-30 minute daily social education lesson. The lessons encourage children to discover and develop social science concepts. Units are related to areas of human activity based on geography, economics, political science, anthropology, and other social science disciplines. Each unit consists of a series of four to seven activities, divided into three phases--Action, Interaction, and Focus. Assessment guideline questions help the teacher evaluate the child's achievement in each activity and behavioral objectives are provided. The activities teach children how to think. Increasingly sophisticated intellectual skills are developed. Lessons enhance children's positive self-concepts. A self-contained multimedia staff development package accompanies each grade level, providing a three-hour training session to orient teachers to the materials. Lesson planning and all materials are furnished for the teacher.

PRICE

$111 plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Social Education, Grade 2

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 187, 189, 191, 192, 193

TARGET AUDIENCE

Teachers of low-income children, grades 1-3. (Although relevant to any linguistic or ethnic background, materials to date have been tested with black, white, and Mexican-American children in low-income areas.)

PRODUCT EVALUATION

Data indicate that all ethnic groups using the product demonstrate achievement gains. In tests, pupils' performance and enthusiasm were consistently reported as high by teachers. Data also revealed high teacher satisfaction with the product. Children enjoy the materials and teachers say the product is easy and interesting to teach. Evaluation report documents for 1970-1972 are available.

PRODUCT CHARACTERISTICS

Social Education, Grade 2, consists of multimedia instructional materials and a staff development component to be used by teachers with low-income children. Instructional units provide a 20-30 minute daily social education lesson. The lessons encourage children to discover and develop social science concepts. Units are related to areas of human activity based on geography, economics, political science, anthropology, and other social science disciplines. Each unit consists of a series of four to seven activities, divided into three phases--Action, Interaction, and Focus. Assessment guideline questions help the teacher evaluate the child's achievement in each activity and behavioral objectives are provided. The activities teach children how to think. Increasingly sophisticated intellectual skills are developed. Lessons enhance children's positive self-concepts. A self-contained multimedia staff development package accompanies each grade level, providing a three-hour training session to orient teachers to the materials. Lesson planning and all materials are furnished for the teacher.

PRICE

$189 plus 5% shipping charges. (Core Package: $78. Teacher Package: $123.) Initial cost is reduced by sharing basic materials in core package with up to four teachers.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Social Education, Grade 3

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 187, 188, 191, 192, 193

TARGET AUDIENCE

Teachers of low-income children, grades 1-3. (Although relevant to any linguistic or ethnic background, materials to date have been tested with black, white, and Mexican-American children in low-income areas.)

PRODUCT EVALUATION

Data indicate that all ethnic groups using the product demonstrate achievement gains. In tests, pupils' performance and pupils' enthusiasm were consistently reported as high by teachers. Data also revealed high teacher satisfaction with the product. Children enjoy the materials and teachers say the product is easy and interesting to teach. Evaluation report documents for 1970-1972 are available.

PRODUCT CHARACTERISTICS

Social Education, Grade 3, consists of multimedia instructional materials and a staff development component to be used by teachers with low-income children. Instructional units provide a 30-50 minute daily social education lesson. The lessons encourage children to discover and develop social science concepts. Units are related to areas of human activity based on geography, economics, political science, anthropology, and other social science disciplines. Each unit consists of a series of four to seven activities, divided into three phases--Action, Interaction, and Focus. Assessment guideline questions help the teacher evaluate the child's achievement in each activity, and behavioral objectives are provided. The activities teach children how to think. Increasingly sophisticated intellectual skills are developed. Lessons enhance children's positive self-concepts. A self-contained, multimedia, staff development package accompanies each grade level, providing a three-hour training session to orient teachers to the materials. Lesson planning and all materials are furnished for the teacher.

PRICE

$366, plus 5% shipping charges. (Core Package: $237; Teacher Package: $129.) Initial cost is reduced by sharing basic materials in core package with up to four teachers.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
x	x		x

Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Spanish Social Education, Grade 1 (Educación Social, Primer Año)

INSTITUTION

Southwest Educational Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 97

TARGET AUDIENCE

Migrant and urban Mexican American children, grade 1

PRODUCT EVALUATION

The Spanish social education program is based on an English Social Education program that has been assessed by teachers as highly effective and easy to use. Also, teachers indicate a high degree of pupil interest in learning and experiencing concepts presented.

PRODUCT CHARACTERISTICS

Spanish Social Education, Grade 1, or Educación Social, Primer Año, is a social studies program to meet the linguistic needs of urban and migrant children. The product is a translation of SEDL's Social Education (English) materials. The two versions can be integrated for a bilingual approach. The product includes multimedia instructional materials for a 20-30 minute daily social education lesson. Activities encourage children to discover and develop social science concepts. In the lessons, children are taught how to think. Increasingly sophisticated intellectual skills are developed. Lessons emphasize development of children's positive self-concepts. Instructional units can be taught nonsequentially for migrant children who have a nonregular or irregular entry and attendance pattern in school. Each unit consists of a series of four to seven activities divided into three phases-- Action, Interaction, and Focus. Assessment guideline questions help the teacher evaluate the child's achievement in each activity, and behavioral objectives are provided. A self-contained, multimedia staff development package accompanies instructional units with lesson planning and all materials furnished for the teacher. The product can be used with children who are nonreaders.

PRICE

$160 per class plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Health Education, Grade 1

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 187, 188, 189, 192, 193

TARGET AUDIENCE

Teachers of low-income, English-speaking Anglo, black, and Mexican-American first graders

PRODUCT EVALUATION

Teacher ratings reveal almost unanimous enthusiasm for the product. Teachers consider the materials effective, think they reinforce health skills, and find no major problems. Criterion-referenced posttests administered during 1971-72 were analyzed and data are available from SEDL. Although relevant to all low-income children, the product is particularly appropriate for use with mobile populations.

PRODUCT CHARACTERISTICS

Health Education, Grade 1, consists of instructional materials designed to help the child become aware of the importance of good health care and become informed and personally involved in the observation of good health practices. Children from all backgrounds need to know the basic sanitation, nutrition, and safety rules provided by the instructional materials.

The following titles in the teacher guidebook, Good Health for Me, suggest the conceptual focus of the exercise:
- --Proper food, rest, and cleanliness are important to good health
- --A nutritious meal consists of food from the five basic food groups
- --The human body is composed of many different parts
- --Safety rules, if observed, protect people

The teacher guidebook is accompanied by numerous multimedia items such as filmstrips, audiotapes, teaching pictures, puzzles, worksheets, and transparencies.

PRICE

$10 plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			x

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Health Education, Grade 2

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 187, 188, 189, 191, 193

TARGET AUDIENCE

Teachers of low-income, English-speaking Anglo, black, and Mexican American second graders

PRODUCT EVALUATION

Teacher ratings reveal almost unanimous enthusiasm for the product. Teachers consider the materials effective, think they reinforce health skills, and find no major problems. Criterion-referenced posttests administered during 1971-72 have been analyzed and data are available from SEDL. Although relevant to all low-income children, the product is particularly appropriate for use with migrant or mobile populations.

PRODUCT CHARACTERISTICS

Health Education, Grade 2, consists of instructional materials designed to help the child become aware of the importance of good health care and to become informed and personally involved in the observation of good health practices. Children from all backgrounds need to know the basic sanitation, nutrition, and safety rules provided by the instructional materials.

The following titles in the teacher guidebook, Let's Feel Good, suggest the conceptual focus of the exercise:

- --A variety of foods is necessary for good health
- --Good posture is essential for straight growth and good health
- --Cuts, scratches, and burns need proper care
- --Observance of health and safety rules while traveling is important

The teacher guidebook is accompanied by numerous multimedia items such as filmstrips, audiotapes, teaching pictures, puzzles, worksheets, and transparencies.

PRICE

$15 plus 5% shipping charges and $2 per year for consumables

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			x

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Health Education, Grade 3

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

Products: 187, 188, 189, 191, 192

TARGET AUDIENCE

Teachers of low-income, English-speaking Anglo, black, and Mexican-American children

PRODUCT EVALUATION

Teacher ratings reveal almost unanimous enthusiasm for the product. Teachers consider the materials effective, think they reinforce health skills, and find no major problems. Criterion-referenced posttests administered during 1971-72 are being analyzed and data will be available from SEDL. Although relevant to all low-income children, the product is particularly appropriate for use with mobile populations.

PRODUCT CHARACTERISTICS

Health Education, Grade 3, consists of instructional materials designed to help the child become aware of the importance of good health care and become informed and personally involved in the observation of good health practices. Children from all backgrounds need to know the basic sanitation, nutrition, and safety rules that are provided by the instructional materials.

The following titles in the teacher guidebook, In Good Health, suggest the conceptual focus of the exercise:
- --Personal hygiene promotes good health
- --Germs are spread in various ways
- --Pushing and lifting heavy objects, if done correctly, may not strain the muscles
- --Healthy teeth help a person eat, talk, and look good

The teacher guidebook is accompanied by numerous multimedia items such as filmstrips, audiotapes, teaching pictures, puzzles, worksheets, and transparencies.

PRICE

$37 per classroom plus 5% shipping charges and $2 per year for consumables

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			x

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Concepts and Language

INSTITUTION

Southwest Educational
Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 95

TARGET AUDIENCE

Kindergarten-age children

PRODUCT EVALUATION

Mastery test results based on curriculum objectives, with minor exceptions, indicate that a high percentage (80-95%) of the children master program goals. Different ethnic groups are equally successful in meeting these goals. On a standard test of cognitive ability (Raven Matrices), program pupils made substantially greater gains than comparison groups matched by pretest score and ethnicity. Teachers and observers report children's interest is quite high, indicating the materials are maintaining pupil attention.

PRODUCT CHARACTERISTICS

Concepts and Language is being designed to develop visual, auditory, and motor skills and basic concepts in young children. The basic strategy is to provide experiences and concepts that will improve the child's self-concept and help him develop the skills essential to language development. The program's curriculum includes elements of visual, auditory, motor, and prewriting skills that together serve as a prerequisite to further development in the language arts and in reading. Components consist of a direct instructional program, staff development, and parent involvement activities to enhance the child's learning. Lessons are grouped in units based on topics of interest and relevance to the children. Independent activities and small group/teacher interaction form the main methods of the instructional process. Evaluation is built into the program, with the lessons tested for effectiveness in teaching mastery of concepts and skills, interest created in the children, and adequacy of time for learning.

PRICE

$350 per classroom plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Mr. George Murdaugh
National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, Tex. 78767

PRODUCT NAME

Parent-School-Community Involvement Handbook

INSTITUTION

Southwest Educational Development Laboratory

PROGRAM, PRODUCT LINKS

Program: 97

TARGET AUDIENCE

Parents and school staff concerned with disadvantaged children, especially Mexican American and migrant

PRODUCT EVALUATION

Following pilot test and refinement based on evaluation, the Handbook was found to meet the needs of the target population.

PRODUCT CHARACTERISTICS

Lack of parental and community involvement is a major weakness of education programs for disadvantaged children. To overcome this weakness, SEDL developed a Parent-School-Community Involvement Handbook designed to increase understanding and interest among parents and teachers of disadvantaged children, especially migrant Mexican Americans. The Handbook includes: 1) a rationale for parent involvement that explains the influence of the home environment on academic achievement, the motivation of the children, and the importance of parental attitudes and preschool education relative to pupil performance in school; 2) a discussion of how to prepare and initiate the PSCI program; and 3) a description of specific roles and activities that various parents, school staffs, and PSCI staff may perform.

The Handbook, which can be used with parents of children in grades 1-12, has been enthusiastically received throughout the Rio Grande Valley and other target sites.

PRICE

$3.50 per copy plus 5% shipping charges

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
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Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Oral Language Program

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 99

Products: 330, 331

TARGET AUDIENCE

Children, ages 5 to 7, who have little or no command of the English language; and teachers, teacher aides, and administrators who work with these children

PRODUCT EVALUATION

Results of OLP field trials indicate that the program achieved its objective in the case of children who entered school with an inadequate knowledge of English. An Oral Language Program Progress Report is available from the Laboratory.

PRODUCT CHARACTERISTICS

The Oral Language Program teaches English to children with little or no command of the language. The program provides these children with facility in speaking and understanding English. Since SWCEL's philosophy dictates that training must precede usage of any Laboratory program, teachers are instructed in the correct use of the 150 OLP lessons and accompanying materials at inservice institutes. The OLP is designed to be used daily by 1 teacher with groups of up to 10 children, ages 5 to 7. Each lesson is about 25-minutes long. The early lessons consist of short and simple conversations. Later lessons progress to longer, more intricate patterns of speech and conversation.

SWCEL's OLP includes 150 lessons, a teacher's manual, prelessons, puppets, films, and slide-tape presentations.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Reinforced Readiness Requisites Program

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 99

Products: 330, 331

TARGET AUDIENCE

Kindergarten and first-grade children from the culture of poverty; teachers; teacher aides; administrators

PRODUCT EVALUATION

Results of RRR field trials reveal substantial cognitive gain on the posttest as compared to the pretest. A Reinforced Readiness Requisites Progress Report is available from the Laboratory.

PRODUCT CHARACTERISTICS

Unlike the middle-majority child, youngsters from the culture of poverty often do not receive encouragement at home for academic success. This program is designed to impart necessary feelings of success and achievement in kindergarten and first-grade children through a system of reinforcement techniques for desired learning behaviors. Used 7 to 10 minutes a day by the teacher for the whole class, the RRR lessons utilize toys, then tokens, and finally the tapering off of both toys and tokens until performance is maintained independently from outside sources of motivation. Basic concepts in the 157 lessons include material on associative vocabulary; word meaning; listening; numerical concepts; discrimination of word sounds; right-to-left perceptions; matching; and perceiving differences. The program consists of a Teacher's Manual; Children's Workbook; pre- and inservice training manual; faculty manual; tokens; toys; slide-tape presentations; and numerous miscellaneous realia.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
  Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Multiunit Elementary School

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

Products: 156, 199, 200, 201, 440, 441

TARGET AUDIENCE

All elementary school personnel and children

PRODUCT EVALUATION

The dramatic increase in multiunit schools from 9 in 1967-68 to more than 2,000 in 1973-74 underscores the system's economic feasibility and adaptability to various physical plants and community settings. The MUS-E also is under nationwide installation through funds provided by the National Institute of Education. Research indicates more instructional planning and diagnostic work occurs in multiunit schools and that teacher and child attitudes toward school are positively influenced.

PRODUCT CHARACTERISTICS

The R & D Center has developed new patterns of teaching and learning that focus on individualizing instruction. The Multiunit Elementary School (MUS-E) was designed to provide effective individualized instruction. The MUS-E organization replaces the traditional self-contained classroom with instructional and research units organized around nongraded, multi-age groupings and team teaching. One member of the teaching team serves as lead teacher, a new position created by the structure. The organizational hierarchy consists of three groups with some overlapping at each level: the unit staff, the instructional improvement committee (lead teachers and principals) and a systemwide policy committee. An available implementation kit for schools includes transparencies and a set of five filmstrips and audiotape cassettes that detail instructional programming, assessment procedures, student grouping patterns, organization, and staff roles and responsibilities. Printed materials include sample implementation materials, prototypic agendas, workshop simulations, descriptive brochures, and five copies of Individually Guided Education and the Multiunit Elementary School by H. J. Klausmeier and others.

PRICE

Total price varies according to school and district. Complete implementation kit is $125.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Wisconsin Research and Development
Center for Cognitive Learning
University of Wisconsin
1025 W. Johnson St.
Madison, Wis. 53706

PRODUCT NAME

Individually Guided Motivation

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

Product: 198

TARGET AUDIENCE

Teachers and college students in teacher education programs

PRODUCT EVALUATION

All the techniques have been evaluated and found to be effective in several schools. Printed materials were evaluated during 1972-73 and revised for precommercial distribution.

PRODUCT CHARACTERISTICS

Creating the best possible learning situation for each child requires identifying and translating into practice techniques that increase children's motivation to learn. Research indicates the effectiveness of four motivational-instructional procedures that constitute the IGM program: adult-child conferences to encourage independent reading; teacher-child conferences for goal setting; guiding older children in tutoring younger children; and guiding children toward self-directed prosocial behavior. IGM and its four motivational-instructional procedures are explained and illustrated in a textbook and five 16mm sound/color films. Four additional books are designed for specialized use by teachers, aides, and child tutors and for inservice and college-level education.

Books by Herbert J. Klausmeier and others:

Individually Guided Motivation	$2
Inservice Implementation Manual for IGM	$.50
College Instructor's Guide for IGM	$1
Tutoring Can Be Fun	$1
A Guide for Adult-Child Reading Conferences	$1

PRICE

Films are available for rent ($3/day plus $5/film handling charge) or purchase ($85/film). Books are available from the Center (see above).

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Wisconsin Research and Development
Center for Cognitive Learning
University of Wisconsin
1025 W. Johnson St.
Madison, Wis. 53706

PRODUCT NAME

Wisconsin Design for Reading Skill Development: Word Attack and Study Skills

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

Products: 198, 440

TARGET AUDIENCE

Teachers and children, K-6

PRODUCT EVALUATION

Large-scale field tests have been conducted on Word Attack; Study Skills; and Self-directed, Interpretive, and Creative Reading. Summaries of findings and detailed technical reports are available from the Center.

PRODUCT CHARACTERISTICS

Word Attack; Study Skills, and Self-directed, Interpretive, and Creative Reading are the Wisconsin Design elements available for use in 1974-75.

Word Attack includes 45 skills commonly taught in grades K-3. Children mastering all 45 skills will be able to attack independently, phonically, and/or structurally regular words and will recognize on sight all Dolch list words. Study Skills, designed for K-6 use, teaches children to locate and derive information from standard reference sources, maps, graphs, and tables. Skills for Self-directed, Interpretive, and Creative Reading are clustered at grades 4-6 and are accompanied by general, "open" guidelines.

Inservice guides, including a set of 12 filmstrips and cassettes ($100/set), are available from NCS Interpretive Scoring Systems. An inservice package, including IGE information and teacher materials for three Design elements, is available from the Center ($75/package). Three-day inservice workshops are conducted throughout the country on a fee basis.

PRICE

First-year cost per pupil for implementing Word Attack is $1.20-$1.50 and for Study Skills $6.20; both drop to as low as $.25 and $1.20 respectively, in succeeding years. Third-element materials cost $14.50/teacher.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Order from NCS Interpretive Scoring Systems, 4401 West 76th St., Minneapolis, Minn. 55435.

PRODUCT NAME

Developing Mathematical Processes

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

Products: 198, 441

TARGET AUDIENCE

Teachers and children, K-6

PRODUCT EVALUATION

In field tests to date, DMP has proven effective with rural, suburban, urban, and inner-city children from lower, middle, and upper socioeconomic classes.

PRODUCT CHARACTERISTICS

The recent modern math curriculum revolution has clarified the content of elementary mathematics education, but not the process of teaching it. DMP sets out to do that by combining integrated learning activities with a system of behavioral objectives, assessment materials, and management techniques. It is a complete program of math instruction for grades K-6. In addition to the arithmetic of rational numbers, the innovative content includes study of geometry and probability and statistics at all levels of instruction. Curricular packages are being developed, each designed to be a complete program for use by any size instructional unit. Teacher guides, student materials, and assessment materials are included in each package.

Development included consultation with leading mathematicians and mathematics educators for content selection and research in four types of teaching method variables-- teacher, learner, stimulus, and reinforcement.

PRICE

Primary level materials (grades K-2) are available for use in 1974-75 from Rand McNally & Co., DMP Project-School Editorial, P.O. Box 7600, Chicago, Ill. 60680. Cost has not yet been determined.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Wisconsin Research and Development
Center for Cognitive Learning
University of Wisconsin
1025 W. Johnson St.
Madison, Wis. 53706

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE Elementary School Evaluation KIT: Needs Assessment 123
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
Developing Open Education in America: A Review of Theory and Practice in the Public Schools 127
Drug Education PREP 128
Research Reports from Environment for Teaching Program 137
Research Reports on Evaluation of Teachers 138

Volume 2 Anticipated Products

System for Objectives-Based Assessment--Reading 372
Curriculum Strategy/Rural Futures Development 382
Research Reports from General and Intensive Surveys 392
Report on Problems of Implementing Differentiated Staffing 393
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396
Manual on Student Perceptions of the Link Between School and Work 397

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Perceptual Skills Curriculum 152

Volume 2 Anticipated Products

Early Skills 402

TEACHER EDUCATION

Volume 1 Available Products

Elementary Science Study Supplementary Books 298
Elementary Science Study Classroom Films 299
Minicourse 1: Effective Questioning--Elementary Level 304
Minicourse 2: Developing Children's Oral Language 305
Minicourse 5: Individualizing Instruction in Mathematics 306
Minicourse 8: Organizing Independent Learning--Primary Level 307
Minicourse 9: Higher-Cognitive Questioning 308
Minicourse 15: Organizing Independent Learning--Intermediate Level 309

Minicourse 18: Teaching Reading as Decoding 310
Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom 311
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 312
Cross Cultural Communication Program 330
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

The Effects of Math Tutoring on Pupil Achievement and Attitude Toward Math 486
Entry- and Exit-from-Training Modules 487
Responsive Skills Package 490
The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement 491
The Effects of Independent Study Contracting on Students 492
Minicourse 10: Role Playing in the Classroom 493
Minicourse 22: Teaching Reading Comprehension 494
Discussing Controversial Issues 495
Interaction Analysis 496
Tutoring in Reading 497
Content Analysis of Textbooks for Black Students, Grades 1-3 498
Classroom Management Through Positive Reinforcement 499

BASIC RESEARCH

Volume 1 Available Products

Domain Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project 352
National Priorities for Elementary Education 353
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Secondary Education

PRODUCT NAME

Elements of Mathematics,
Books 0, 1, 2

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 8

Product: 443

TARGET AUDIENCE

Upper 15-20 percent junior high school students who are highly motivated and mathematically inclined

Book 0 also is appropriate for the training of elementary and secondary teachers and for liberal arts undergraduate students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Book 0 is composed of 16 chapters on operational systems, integers, sets, rational numbers, probability, number theory, functions, algebra, geometry, and computer programming.

Book 1: Introductory Logic

Book 2: Logic and Sets

For a 7th through 9th grade program, CSMP suggests the study of Book 0 together with at least Books 1-3. (Book 3 is titled Introduction to Fields.)

PRICE

Single copies available from CEMREL, Inc. for inspection purposes; field testing by permission of CSMP director.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Exploring Human Nature

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 51

Product: 447

TARGET AUDIENCE

Students, grades 11 and 12

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Booklets and films are the primary materials for the four units of the course. Case studies, experiments, research findings, and opportunities for field work are offered.

Unit I: Origins of Human Behavior includes 30 booklets per classroom set; 1 Natural Selection Experiment Kit; 1 set of teacher's guides; and 1 hour of film, super 8mm.

Unit II: The Family in Its Social Context includes 30 booklets per classroom set; Culture Sorting Cards; 1 set of teacher's guides; a filmstrip and records of an African culture; and 1 hour of film, super 8mm.

Unit III: Coming of Age: Managing Transitions includes 30 booklets per classroom set; 1 tape, "Lives in Transition"; 1 set of teacher's guides; and 1 hour of film, super 8mm.

PRICE

Available on request

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Anita Gil, project director
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

From Subject to Citizen

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 51

TARGET AUDIENCE

Students, grades 8 to 12

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Power and powerlessness are the themes of this year-long course for grades 8 to 12. Aspects of the British and American political experience are explored. Throughout the five units of study students consider such questions as: On what does power depend? How does the power structure of the society influence the individual? How can change in power be brought about?

A primary goal of the course is the development of conceptual thinking. Materials include a book, Seminars for Teachers; booklets; games; role-play exercises; and simulation exercises.

PRICE

Seminars for Teachers: $3

Course price to be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Copies of Seminars for Teachers and information about teacher education institutes are available from EDC, 15 Mifflin Place, Cambridge, Mass. 02138. For information about other course material, contact Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Ill. 60640.

PRODUCT NAME

Black in White America

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 51

TARGET AUDIENCE

Students, grades 10 to 12

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Historical Perspectives, part one of the course, invites students to discover, from primary source material, what the life given up in Africa by a slave was like, and what strategies blacks used, during slavery and the Jim Crow era, to overcome systematic adversity.

Contemporary Cases, part two, describes the migration of blacks to the North and centers on strategies blacks have used to gain power and effect change in America. Students consider the struggle of the NAACP, the emergence of Martin Luther King, Jr., and the charismatic leadership of Malcolm X.

The last section of Contemporary Cases deals with the Black Power movement--those who are working today for change in the black community. The course ends with students considering individual accounts of black teenagers growing up in the 1970s: their hopes, their feelings, and their expectations in white America.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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William Flanigan, marketing manager
Macmillan Publishing Company
866 Third Avenue
New York, N.Y. 10022

PRODUCT NAME

American Meteorological Society Film Program Films

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 44

TARGET AUDIENCE

High school students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

All films are 16mm, black and white, sound films unless otherwise noted. They are available for rental and purchase from the commercial distributors listed below.

1. "Atmospheric Electricity," Bernard Vonnegut, 26 minutes
2. "Convective Clouds," Wallace E. Howell, 27 minutes
3. "Formation of Raindrops," Louis Battan, 26 minutes, color
4. "Planetary Circulation of the Atmosphere," Raymond Hide, 25 minutes
5. "Sea Surface Meteorology," Duncan Blanchard, 24 minutes

PRICE

Information available from distributors

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Modern Learning Aids
Ward's Natural Science
Establishment, Inc.
P.O. Box 1712
Rochester, N.Y. 14603

Universal Education
& Visual Arts
100 Universal City Plaza
Universal City, Calif.
91608

PRODUCT NAME

PSSC High School Physics

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

Product: 267

TARGET AUDIENCE

High school students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The purpose of the PSSC high school physics course is to present physics as a unified but continuing process by which men seek to understand the nature of the physical world. A heavy emphasis on laboratory experimentation is intended to nurture the student's spirit of inquiry.

PSSC is a complete curriculum package, including a basic textbook, a laboratory guide, a teacher's guide and resource book, films, laboratory apparatus, standardized tests, and supplementary materials.

PRICE

Information available from publisher and distributor

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available

Texts and Guides: D.C. Heath and Company, 2700 N. Richardt Avenue, Indianapolis, Ind. 46219. Films: Modern Learning Aids, Ward's Natural Science Establishment, Inc., P.O. Box 1712, Rochester, N.Y. 14603. Laboratory Apparatus: Macalaster Scientific Corp., Rt. 111 & Everett Turnpike, Nashua, N.H. 03060; Science Electronics Division, General Electronics Labs, 1085 Commonwealth Avenue, Boston, Mass. 02215.

PRODUCT NAME

American Government
Information Unit

INSTITUTION

Far West Laboratory for
Educational Research and
Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

School decision-makers reviewing new r&d products for secondary American Government programs; trainers of interns and teachers; methods instructors

PRODUCT EVALUATION

Field tests demonstrate that this product increases knowledge, understanding, application, and evaluation of nine new American Government programs. Nearly 1,000 units are already in use by schools and colleges.

PRODUCT CHARACTERISTICS

Use of the Information Unit lightens the work load of the school personnel responsible for reviewing programs in American Government for possible adoption. The information is presented at several levels of detail and in a decision-focused format.

The unit contains the following: 1) introductory materials, including a discussion of the new social studies and an introduction to the unit; summary descriptions of the nine programs and an aid for deciding which programs are most appropriate; and 2) detailed program reports (one report for each program). The sections of the program reports are: a) goals and objectives; b) content and materials; c) classroom strategies; d) implementation; f) program evaluation; and g) project history.

PRICE

$7.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

Universal Research Systems
363 S. Taaffe Street
Sunnyvale, Calif. 94086

PRODUCT NAME

Social Studies Information Unit

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Social studies teachers or department heads selecting new curriculum programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Approximately 40 secondary social studies programs are reviewed in this information unit, allowing for comparison on the basis of goals for students, subject matter, teaching-learning strategy, implementation, and rationale. The book also contains a screening guide to help readers focus in on subject areas and levels that interest them most.

PRICE

To be determined by publisher; publication anticipated Summer 1974

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Division V
Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Human Relations
Training Unit

INSTITUTION

Far West Laboratory for
Educational Research and
Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Secondary school teachers, administrators, office staff, counselors; youth workers; church groups

PRODUCT EVALUATION

One major field test was conducted with secondary school personnel in San Francisco and Oakland, Calif. After revisions, several tentative operational tests were conducted.

The distributor reports enthusiastic response in several major cities to the experimental version. Due to the timeliness of the content, the product was released even though it did not complete the full Laboratory field-test cycle.

PRODUCT CHARACTERISTICS

Secondary school personnel have been involved in all sorts of unpleasant confrontations with teenagers and their parents. To improve the human relations climate of schools, the Laboratory joined with the University of California Education Extension, KQED-TV, and the Oakland and San Francisco Unified School Districts to produce a series of films that focus on some of the problem areas-- namely school-community relations, language barriers, rules and regulations, and racial conflict in the classroom. Professor Staten Webster (UC School of Education) provides a connective narration that ties the filmed episodes into thematic workshop discussion-stimulator films for use by local discussion leaders. The episodes themselves are taken from actual school situations but are depicted in reenactments by high-school drama students. The released product consists of five films and two handbooks. A short introductory film sets the scene. Each discussion-stimulator film contains a sequence of provocative episodes in schools, with a question mark appearing on the screen at the end of each. Small groups discuss or work with each episode, relating it to their own school situation. A coordinator handbook and a discussion leader handbook make the whole workshop self-contained.

PRICE

Purchase: $410
Rental: $50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Anti-Defamation League
315 Lexington Ave.
New York, N. Y. 10016

PRODUCT NAME

Individualized Mathematics System - II

INSTITUTION

National Laboratory for Higher Education
Center for Individualized Instructional Systems

PROGRAM, PRODUCT LINKS

Program: 73

Product: 179

TARGET AUDIENCE

All schools

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

IMS-II is the continuation of the Individualized Mathematics System for grades 7, 8, and 9. The instructional unit is the Learning Situation Booklet. Skills are taught in groups rather than one at a time and presentations are in story form illustrated by cartoons. A management system permits teachers to monitor and teach students individually and in small groups. Prior to work in the booklets, students take placement tests to determine which skills they need to study. Following work in any booklet, posttests verify mastery of each skill. Topics include: Geometry, Algebra, Number, Measure, Numeration, Sets, Logic, Probability, Statistics, Computer. Like IMS-I, materials are laminated and reusable. Booklets for the 7th grade (Level X) underwent pilot-testing in schools in eight states in 1971-72. They were revised in 1972-73 and presently are undergoing field testing. Level XI is being pilot-tested as it is completed and will be ready for field-testing in 1974. Level XII, which completes the program, is under development and will be ready for field-testing in 1975.

PRICE

Contact Center for Individualized Instructional Systems for price information

AVAILABLE INFORMATION

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	x		x

Center for Individualized Instructional
Systems
813 Ellis Road
Durham, N. C. 27703

PRODUCT NAME

Basic Electricity

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 76

Products: 380, 381, 382, 383, 403, 507

TARGET AUDIENCE

Junior high and secondary students

PRODUCT EVALUATION

Students at rural test sites demonstrated substantial gains in knowledge through use of the self-instructional system. Attitudes of students and teachers toward the system were positive.

PRODUCT CHARACTERISTICS

Basic Electricity is a multimedia, self-instructional system. It can be used as a self-contained unit or incorporated into an existing course. Students spend an average of four weeks to complete the instruction. Programmed teaching techniques permit each pupil to proceed at his own pace. As a student works through a unit, he watches an audiotape-filmstrip and when instructed, answers questions in an accompanying workbook or carries out a task using the circuit-board. Objectives are to learn to: 1) describe electricity as a form of energy and show the ways in which electrical energy is transmitted and used; 2) describe how electrical circuits are made and how they are used; 3) describe the characteristics of parallel circuits; 4) show the relationship between voltage, amperage, and resistance in a circuit by learning Ohm's Law and use of the Ohm meter, volt meter, and ammeter; 5) describe the relationships between electrical energy, work, and power; 6) demonstrate the practical application of the information presented; and 7) provide an application experience of the material presented.

PRICE

9 cartridges: $360 a set; Projector: $345; Circuit Board: $59; Pre- and Posttests: $.30; Instructor's Guide: $1.50 each; Student Workbooks: $4.50 a set

AVAILABLE INFORMATION

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Audiscan, Inc.
1414 130th Ave., N.E.
Bellevue, Wash. 98004

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Cooperative Driver Education and Safety Training 108
Student Participation in High School Decisions 119
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
Drug Education PREP 128
Research Reports on Evaluation of Teachers 138
Research Report on Differentiated Staffing 139

Volume 2 Anticipated Products

System for Objectives-Based Assessment--Reading 372
Curriculum Strategy/Rural Futures Development 382
Report on Problems of Implementing Differentiated Staffing 393
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396
Manual on Student Perceptions of the Link Between School and Work 397

ELEMENTARY EDUCATION

Volume 1 Available Products

African Mathematics Program 163
Parent-School-Community Involvement Handbook 195

Volume 2 Anticipated Products

People and Technology Communication Unit 416

CAREER EDUCATION

Volume 1 Available Products

Holland Occupational Classification 222
The Self-Directed Career (SDC) Program 223
Reports on an Educational-Vocational Diagnostic System 224
Individualized Learning for Adults--Reading and Mathematics 255
Empleen Ingles and Paper and Pencil Materials 256

Volume 2 Anticipated Products

Experience-based Career Education Manuals and Forms 451
Career Guidance Units 452
Career Information System 453
Elements of Computer Careers 470

TEACHER EDUCATION

Volume 1 Available Products

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 312
Cross Cultural Communication Program 330
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

Teams-Games-Tournament Instructional Technique 483
The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement 491
The Effects of Independent Study Contracting on Students 492
Minicourse 10: Role Playing in the Classroom 493
Minicourse 22: Teaching Reading Comprehension 494
Discussing Controversial Issues 495
Interaction Analysis 496
Classroom Management Through Positive Reinforcement 499
Inquiry Role Approach 501
Relevant Explorations in Active Learning (REAL) 504

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Career Education

PRODUCT NAME

Study of Vocational Maturity

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

Vocational counselors; educational researchers; students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

With an increasing emphasis on the role of guidance in the occupational education setting, a need has arisen for knowledge about the vocational decision-making capabilities of students at various stages in their development. This study examines vocational maturity measures that can be used to determine a student's readiness for making vocational decisions, and to evaluate the effectiveness of different kinds of vocational experiences.

Two research reports resulting from this study provide the rationale for the research, the vocational maturity measures (test items), and data regarding the reliability and validity of those measures. *Toward the Validation of the Construct of Vocational Maturity. Bert W. Westbrook. Center Technical Paper No. 6, 1971. ED 057 255, 22 pp. The Construction and Validation of a Measure of Vocational Maturity. Bert W. Westbrook, and Joseph W. Parry-Hill. Center Technical Paper No. 16.

PRICE

*Out of print and available only through the ERIC system.
Available at no charge while the supply lasts.

AVAILABLE INFORMATION

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Concerted Services in Training and Education Reports

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

Community development specialists; vocational educators; evaluator trainers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This six-volume set of reports covers the evaluation of the Concerted Services in Training and Education (CSTE) program carried out in three rural states. The reports were designed specifically as decision-making tools for the CSTE program administrators. Together they provide an example of a detailed and extensive evaluation of a program of developmental change. The six reports include: A Preliminary Appraisal of Concerted Services in Training and Education in Rural Areas. John K. Coster. *The Concerted Services Approach to Developmental Change in Rural Areas: An Interim Evaluation. B. Eugene Griessman. ED 024 823. Concerted Services in Arkansas: An Evaluation of Developmental Change. J. Vernon Smith, et al. Concerted Services in Minnesota: An Evaluation of Developmental Change. Lois Mann, et al. Concerted Services in New Mexico: An Evaluation of Developmental Change. Richard Holeman, et al. *Planned Change in Low-Income Rural Areas: An Evaluation of CSTE. B. Eugene Griessman. ED 042 906.

PRICE

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Report on Problem Areas in Occupational Education for the 1970's

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

State directors of vocational education; occupational research units; research coordinating units; occupational education researchers; occupational educators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

To plan a research and development effort designed to make a positive contribution to the improvement of occupational education, it is necessary first to determine what areas in occupational education are viewed as being in need of research. This study was designed to obtain information from researchers, administrators, and practitioners concerned with occupational education and to present their collective assessment of the research needs of occupational education in the decade of the 1970's. The report presents a taxonomy of major research problem areas to serve as an input for the development of a research and development program to attack those problem areas. The report is a narrative describing the major problem areas identified in occupational education.

PRICE

Available at no charge as long as the supply lasts.

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

Vocational educators at the national, state, and local levels; guidance personnel; community college deans; school superintendents in rural areas

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Through a series of seven institutes held in several states, the Multiple Institutes program attempted to provide the kind of training for rural area vocational education personnel that would equip them with the competencies required to develop and direct more adequate and relevant programs of vocational education.

The principal products of the Multiple Institutes program were the institutes themselves. Reports of each individual institute were published, and information on each one is contained in the final report, which includes the results of the institutes' program and an evaluation of the program's outcomes.

PRICE

Center Seminar and Conference Report No. 14 is available at no charge as long as the supply lasts.

AVAILABLE INFORMATION

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Occupational Education in Areas of Social and Economic Transition

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

Occupational educators; local administrators; community social and educational leaders

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The overall goal of this project was to improve the quality and quantity of occupational education communities undergoing a transition from a predominately agrarian economy to a more industrialized, diversified economy. The reports listed below examine various aspects of such communities. The reports are: *Occupational Education in Areas of Social and Economic Transition: A Systems Approach. Donald W. Drewes. ED 067 455. *Community Power and Social Change: A Case for Social Action with Implications for Occupational Education. Richard L. Teague. ED 055 223. *Change in Occupational Education Programs. Lawton E. Bennett. ED 057 229. Education and Manpower. Charles I. Jones.

PRICE

Available from the Center at no charge as long as the supply lasts.
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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Study of Supply and Demand for High School Vocational Teachers in Three Southeastern States

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 18

TARGET AUDIENCE

School administrators; vocational teachers in high schools

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The two objectives of this study were to develop a model of the market for teacher services and to obtain empirical measures of the supply and demand relationships for the services of secondary vocational teachers. Increased understanding of the economic determinants of the demand for and supply of teacher services is likely to lead to more agreement regarding the effects of alternative policies for teacher markets.

This study should be considered an initial effort that will stimulate and contribute to formulation and testing of other teacher supply and demand models. Proper use of the terms supply and demand according to their economic meaning, combined with additional efforts to measure both, will help to illustrate rather than obscure the important characteristics of the teacher market-- a prerequisite of appropriate policies for obtaining highly qualified teachers to fill positions in the classroom.

PRICE

Center Research Monograph No. 4 is available at no charge as long as the supply lasts.

AVAILABLE INFORMATION

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Occupation Analysis Inventory (OAI) and Attribute Requirement Inventory (ARI)

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 15

Products: 459, 460, 461

TARGET AUDIENCE

Researchers in occupational education; specialists in curriculum development; guidance and counseling personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The two main products of the ergometric research and development efforts of the Center are the OAI and the ARI. These two inventories work together to link descriptions of work activities and conditions with certain defined human attributes for which standardized tests exist. Reports detailing these products include: Affective Correlates of Systematically Derived Work Dimensions: Validation of the OAI. T. C. Tuttle and J. W. Cunningham. *The Job-Cluster Concept and Its Curricular Implications: A Symposium. J. W. Cunningham. ED 042 897. "Ergometrics": A Systematic Approach to Some Educational Problems. J. W. Cunningham. *The Development of the OAI: An "Ergometric" Approach to an Educational Problem. J. W. Cunningham, et al. ED 062 542. *Human Attribute Requirements of Work Elements: Further Development of the OAI. Robert W. Neeb, et al. ED 062 552. *Work Dimensions Derived Through Systematic Job Analysis: A Study of the OAI. J. A. Riccobono and J. W. Cunningham. ED 062 541. *Work Dimensions Derived Through Systematic Job Analysis: A Replicated Study of the OAI. J. A. Riccobono and J. W. Cunningham. ED 062 543. Development and Validation of the OAI: An "Ergometric" Approach to an Educational Problem. J. W. Cunningham.

PRICE

Available from the Center as long as the supply lasts.
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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Reports of the Career Education Project

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM, PRODUCT LINKS

Program: 16

Products: 221, 462

TARGET AUDIENCE

Teachers; school administrators; board of education members

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The Center has identified and described several exemplary programs of career education operating in the United States. Several publications resulted.

1. An Anthology of 15 Career Education Programs. Under the direction of the Center, a team of consultants visited 41 career education programs and prepared reports on 15 of them.
2. Synopses of Selected Career Education Programs. The Center also prepared this volume of one-page synopses reports of 39 sites visited by the consultant team.
3. Career Education Monographs. All of the authors have served in the evaluation of programs of career education. The series deals with the planning, design, and implementation of all areas of career education. The first volume is addressed to administrators; the other eight are addressed to teachers involved in career education programs.

PRICE

1. $5
2. ERIC ED 063 461
3. Set of nine monographs -$5; individual monographs - $1 each

AVAILABLE INFORMATION

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1 & 3: Order from Office of Publications, School of Education, N.C. State University, Raleigh, N.C. 27607

2: Order from the ERIC Document Reproduction Service, P. O. Drawer O, Bethesda, Md. 20014

PRODUCT NAME

Career and Vocational Education Professional Development Report Series

INSTITUTION

Center for Occupational Education, North Carolina State University

PROGRAM PRODUCT LINKS

Program: 16

Products: 220, 462

TARGET AUDIENCE

State and local school administrators; teacher training institutions

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The reports in this series are one means of continuing communication with and among leaders in the area of professional personnel development in career and vocational education.

Already published reports in this series include: A Planning System for the Implementation of Section 553, EPDA, in State Agencies for Vocational Education. Donald W. Drewes; A Preliminary Survey of Professional Development Programs Funded Under Section 553, EPDA. Mollie W. Shook, editor; *Education--1985. Felix C. Robb.

Several other aspects of education professional development are being explored in various other Center reports and conference proceedings to be published in the future.

PRICE

Available at no charge while supplies last. *Report may be ordered, $1, prepaid, from Office of Publications, School of Education, N.C. State Univ., P.O. Box 5096, Raleigh, N.C., 27607

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Center for Occupational Education
North Carolina State University
P. O. Box 5096
Raleigh, N. C. 27607

PRODUCT NAME

Holland Occupational Classification

INSTITUTION

Center for Social Organization of Schools,
The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 25

Product: 223

TARGET AUDIENCE

Guidance counselors; occupational researchers; personnel workers

PRODUCT EVALUATION

Over 100 research studies have been conducted of the classification and the theory behind it. The classification has been shown to organize occupations in expected ways, to have predictive value, and to be useful in the study of occupational mobility.

PRODUCT CHARACTERISTICS

The classification lists 456 occupations in an 8-page booklet. The occupations are organized in six categories according to Holland's Theory of Careers: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. For each occupation, the classification lists the DOT code, level of education required, and the three-letter Holland code for the occupation. (This code designates the Realistic, Investigative, etc., categories in order of importance to the occupation.) The classification organizes occupational data in a logical and practical way to help researchers, counselors, students, and jobseekers identify occupational fields and their characteristics.

PRICE

Available from the ERIC system, $3.29 hard copy

AVAILABLE INFORMATION

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Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

The Self-Directed Career (SDC) Program

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 25

Product: 222

TARGET AUDIENCE

Junior and senior high school students

PRODUCT EVALUATION

Installation in a Baltimore high school has shown that: 1) students generally go through the program on their own; 2) students talk about the system, showing increased interest in guidance; 3) the system helps some students confirm previous choices, helps others broaden their choices, and helps undecided students understand themselves, explore vocations, and resolve their indecision.

PRODUCT CHARACTERISTICS

The SDC program is designed to provide low-cost career guidance in a self-directed procedure so that all students who want and need guidance are able to get it. The basic program consists of the following materials:

1. Instruction Sheet for going through the program
2. Self-Directed Search assessment booklet and Occupations Finder
3. Occupation Outlook Handbook

Supplemental materials may include SRA occupational briefs and work experience kits, and other career planning aids, depending on the financial resources of the school. All materials are organized under one rationale that relates each step to the next.

PRICE

The basic SDC program costs about $.70 per student. The manual, A Guide to the Self-Directed Career Program, is available from the ERIC system, $3.29 hard copy.

AVAILABLE INFORMATION

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Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Reports on an Educational-Vocational Diagnostic System

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 25

TARGET AUDIENCE

Secondary school students; college students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

To provide effective educational and vocational guidance to individuals, we need a system that will identify each individual's specific needs and direct him to an educational or vocational program that meets those needs. The Educational-Vocational Diagnostic System consists of 1) a self-test that provides an individual personality code; 2) a system that converts the code into guidance needs; and 3) a series of educational and vocational experience programs tailored to meet each specific guidance need. A diagnostic plan has been developed that uses simple signs or information. Reports are available that discuss experiments using the diagnostic plan.

PRICE

Complimentary reports available

AVAILABLE INFORMATION

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Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Studies of Person-Environment Interactions

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 25

TARGET AUDIENCE

Guidance counselors; occupational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

To develop and provide effective educational and vocational guidance methods for students and adults, we first need to gain a more complete understanding of the processes of vocational choice and career stability and change. We need a more explicit knowledge of how experience affects vocational behavior. Specifically, we need more useful answers to the following questions: 1) What kind of person-environment interactions leads to continued interest and long-term participation in an occupation? 2) What kind of person-environment interactions leads to a lessening of interest and a shifting of occupational plans? Person-environment interactions were studied at two levels: 1) true experiments with work experience kits, 2) studies of students in different training environments. All studies were performed in the context of Holland's Theory of Careers, that already has provided a base for the development of an occupational classification, self-directed vocational guidance tool, and self-directed career program. The reports of these studies should lead to more practical applications.

PRICE

Complimentary reports available

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

226

PRODUCT NAME

Statewide Planning and Management of Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 29

Products: 227, 228, 229, 230

TARGET AUDIENCE

State and local planning and management personnel in vocational education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Six publications are available.

1. Third Annual National Leadership Development Seminar for State Directors of Vocational Education, Articulation of Vocational Education Planning with Comprehensive State Planning (ED 047 148) PC $3.29; MF $.65
2. Review and Synthesis of Research on the Administration of Vocational and Technical Education (ED 037 542) PC $3.29; MF $.65
3. Review and Synthesis of Research and Development Activities Concerning State Advisory Councils on Vocational Education $1.75
4. Planning and Management Systems for State Programs of Vocational and Technical Education (ED 059 353) PC $3.29; MF $.65
5. Review and Synthesis of Research on Management Systems for Vocational and Technical Education $2.50
6. Conducting Evaluation Within a State: Information for State Leaders $2.50

PRICE

See above

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1, 2, 4: order from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md., 20014.
3, 5, 6: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Local Planning and Management of Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 29

Products: 226, 228, 229, 230

TARGET AUDIENCE

Local and state planners and managers of vocational education programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Four publications are available.

1. Planning Techniques for Local Programs of Vocational Education (HE 5.2: V 85/18 1780-0968) $.30
2. A Guide for Local Program Evaluation $2.50
3. Local Vocational & Technical Education Supervision $2.50
4. Career Education: Local Administration of Programs $2.50

PRICE

See above

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1: available from the Superintendent of Documents, Washington, D.C. 20402.
2, 3, 4: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

228

PRODUCT NAME

Determining Priorities in Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 29

Products: 226, 227, 229, 230

TARGET AUDIENCE

State and local planners of vocational education programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Six publications are available.

1. Vocational Education Planning: Manpower, Priorities, and Dollars (ED 062 515) PC $6.58; MF $.65
2. Manpower Information for Vocational Education Planning, A Conference Report (ED 035 716) PC $6.58; MF $.65
3. Review and Synthesis of Research on the Economics of Vocational Education (ED 023 937) PC $3.29; MF $.65
4. Review and Synthesis of Research on Manpower Forecasting for Vocational-Technical Education (HE 5.2: M31/2 1780-0899) $.45
5. Review and Synthesis of Cost-Effectiveness Studies of Vocational and Technical Education (HE 5.2: C 82 1780-0929) $.70
6. Utilizing Manpower and Follow-Up Data: A Perspective for Local Vocational Planning $2.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 3: available from the ERIC Docume
Reproduction Service, P.O. Drawer O, Beth ,
Md., 20014.
4, 5: available from the Superintendent of
Documents, Washington, D.C. 20402.
6: available from the Center for Vocational
and Technical Education, 1960 Kenny Road,
Columbus, Ohio 43210.

PRODUCT NAME

Facilities Planning Guides for Occupational Preparation Programs

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 29

Products: 226, 227, 228, 230

TARGET AUDIENCE

State supervisors of vocational programs and facilities planning; university plant planners; local administrators; local vocational supervisors and instructors

PRODUCT EVALUATION

All guides were subjected to a field evaluation by vocational subject matter specialists, vocational school plant planners, and personnel from the U. S. Office of Education to evaluate their effectiveness in the facility planning process. Necessary revisions were made in the guides as a result of the evaluation.

PRODUCT CHARACTERISTICS

Two general planning guides, as well as 14 others are available, designed for specific occupational programs. All are intended to facilitate the systematic planning of facilities. A Guide to Systematic Planning for Vocational and Technical Schools contains suggested sequential tasks involved in the process of program and facility planning. A General Guide for Planning Facilities for Occupational Preparation Programs relates to the development of educational specifications for occupational programs in general. The other guides relate to occupational preparation programs in: home economics, machine trades, data processing, business and office, laboratory animal science technology, metallurgy technology, automotive service, electrical technology, medical x-ray technology, medical assistance, medical secretarial skills, dental laboratory technology, dental assistance, and dental hygiene. All of the guides contain: a discussion of the purpose of the guide; information about basic program features, objectives, and the specific occupational program to be housed; the distinct types of instructional areas to be provided outlined in terms of both qualitative and quantitative facility needs; and an annotated bibliography.

PRICE

$2 each

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Available from the Center for Vocational and Technical Education, Product Utilization Section, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

System for Statewide Evaluation of Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 29

Products: 226, 227, 228, 229

TARGET AUDIENCE

Program managers and planners in state divisions of vocational education and large school systems

PRODUCT EVALUATION

The system has been developed during the past five years in two states and one metropolitan school system.

PRODUCT CHARACTERISTICS

The Statewide Evaluation System enables vocational agencies to assess, on a continuous basis, the effectiveness of their program efforts and assists them in meeting reporting requirements of policy-making bodies and other agencies. The following elements are provided to system users:

1. A set of objectives and goal statements for assessing program achievements.
2. Evaluation instruments to collect data from local schools. Information is provided about a) program characteristics (including enrollments, program quality, and accessibility); b) student status and characteristics information (including equal opportunity data and special needs data); and c) follow-up information about former students.
3. Data processing routines and computer programs to facilitate data interpretation and management decisions. Data can be summarized for individual schools, for regional areas of the state, and for the state as a whole. Local schools can be supplied with a feedback of evaluative information useful for their program planning and evaluation needs.
4. A technical manual including specifications for system implementation and operation.

PRICE

Available from the Center on a complimentary basis. Center assistance for system installation also is available.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Vocational and Technical Education
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

Teacher Education Curriculum Development Resources for Vocational and Technical Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 30

Products: 232, 233

TARGET AUDIENCE

Teacher educators and state planners of personnel development programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five reports are available.

1. Model Curricula for Vocational and Technical Teacher Education: Report No. I, Performance Requirements for Teachers (ED 059 355) PC $6.58; MF $.65
2. Model Curricula for Vocational and Technical Teacher Education: Report No. II, General Objectives - Set 1 (ED 059 354) PC $6.58; MF $.65
3. Model Curricula for Vocational and Technical Teacher Education: Report No. III, Performance Requirements for Teacher-Coordinators (ED 063 455) PC $6.58; MF $.65
4. Model Curricula for Vocational and Technical Teacher Education: Report No. IV, A Foundation for Performance-Based Instruction (ED 067 509) PC $6.58; MF $.65
5. Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives - Set 2 (ED 069 845) PC $6.58; MF $.65

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

The reports are available from the ERIC Document Reproduction Service, P. O. Drawer O, Bethesda, Md. 20014

Publication list available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Personnel Development Resources in Vocational and Technical Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 30

Products: 231, 233

TARGET AUDIENCE

State and local personnel development personnel and teacher educators in vocational and technical education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Four publications are available.

1. Fourth Annual National Leadership Development Seminar for State Directors of Vocational Education: Comprehensive Personnel Development for Vocational-Technical Education (HE 5.2: P 43/3 1780-0953) $1.50
2. Fifth Annual National Vocational and Technical Teacher Education Seminar Proceedings: Assessment of Graduate Programs complimentary
3. A Model for a Comprehensive Personnel Development System in Vocational Education (ED 068 624) PC $3.29; MF $.65
4. Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education (HE 5.2: V85/15 1780-0991) $.30

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1 and 4: available from the Superintendent of Documents, Washington, D.C. 20402.
2: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210
3: available from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014.

PRODUCT NAME

Simulation Training Packages for Vocational Educators

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 30

Products: 231, 232

TARGET AUDIENCE

State and university trainers of vocational education leadership personnel; incumbent and potential state leaders of vocational education

PRODUCT EVALUATION

All three simulation training packages were pilot tested, revised, and field tested. Data indicate that the objectives stated for the training materials can be attained through use of the simulations.

PRODUCT CHARACTERISTICS

The training packages are:

1. Simulation Training in Planning Vocational Education Programs and Facilities
   Intends to set an environment that will allow participants to experience the planning process for vocational education program development and facility planning.
2. An Interaction Simulation: Coordinated Local-State Planning for Vocational Education
   Intends to set an environment that will allow participants to experience the planning process for a major vocational education program development from its earliest conception through design and approval of the proposed program.
3. Supervision and Decision-Making Skills in Vocational Education: A Training Program Utilizing Simulation Techniques
   Intends to set an environment that will allow participants to experience the supervision process for a major vocational education program development.

PRICE

Available from the Center on a complimentary basis

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Vocational and Technical Education
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

Resources on Curriculum Development Technology

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 31

Product: 235

TARGET AUDIENCE

Curriculum developers in vocational-technical and career education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Four publications are available.

1. Automotive Mechanics Occupational Performance Survey, Interim Report (HE 18.11: 86 1780-01153) $.90
2. Secretarial Science Occupational Performance Survey, Interim Report (HE 18.11: 87 1780-01152) $1.25
3. Business Data Processing Occupational Performance Survey, Interim Report (HE 18.11: 88 1780-01157) $1.25
4. Procedures for Constructing and Using Task Inventories (1780-1155) $1.35

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Reports are available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

Publication list available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Curriculum Development Resources for Vocational and Technical Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 31

Product: 234

TARGET AUDIENCE

Vocational education program administrators and curriculum developers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Seven publications are available.

1. Determining Occupational Emphases for High School Program Design (HE 18.11/85 1780-01136) $1.25
2. Writing Performance Goals: Strategy and Prototypes (product code no. 24640-8) $3.60
3. Development of Task Performance Statements for a New Office and Business Education Learnings System (ED 068 728) PC $13.16; MF $.65
4. Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education (ED 035 746) PC $3.29; MF $.65
5. Review and Analysis of Instructional Performance Objectives in Vocational Education $2.50
6. Review and Analysis of Instructional Materials for Manufacturing (HE 18.11/2:66 1780-01119) $.60
7. Highway Safety Occupational Program Development Guide $4

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 6: available from the Superintendent of Documents
2: available from the Gregg Division, McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020
3, 4: available from the ERIC Document Reproduction Service
5, 7: available from the Center for Vocational and Technical Education

PRODUCT NAME

Women in the World of Work

INSTITUTION

The Center for Vocational
and Technical Education,
The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 32

Products: 237, 238

TARGET AUDIENCE

Vocational education program planners and career guidance personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five publications are available.

1. Implications of Women's Work Patterns for Program Development in Vocational and Technical Education $2
2. High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes, and Plans (ED 047 155) PC $3.29; MF $.65
3. Women in the Work Force: Development and Field Testing of Curriculum Materials (HE 18.11:81 1780-01124) $.95
4. Women in the World of Work: A Bibliography of ERIC Documents (see March RIE for ED Number) PC $3.29; MF $.65
5. Review and Synthesis of Research on Women in the World of Work (HE 5.2: W-84 1780-0918) $.55

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

2, 4: available from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014.

3, 5: available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

237

PRODUCT NAME

Career Guidance Resources

INSTITUTION

The Center for Vocational
and Technical Education,
The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 32

Products: 236, 238

TARGET AUDIENCE

State and local career guidance personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Four publications are available.

1. Vocational Guidance in Secondary Education, Results of a National Survey (ED 026 534) PC $6.58; MF $.65
2. The Systems Approach: An Emerging Behavioral Model for Vocational Guidance, A Summary Report (ED 047 127) PC $3.29; MF $.65
3. Career Guidance: An Overview of Alternative Approaches (ED 057 183) PC $3.29; MF $.65
4. Career Guidance: A Handbook of Methods $12.50, add $.35 for postage and handling.

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 3: available from the ERIC Document Reproduction Service
4: available from the Charles E. Merrill Publishing Co., 1300 Alum Creek, Columbus, Ohio 43209
Publication list available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Worker Attitudes and Adjustments

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 32

Products: 236, 237

TARGET AUDIENCE

State and local vocational education program planners and guidance personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five publications are available.

1. Problems in the Transition from High School to Work as Perceived by Vocational Educators (ED 016 811) PC $3.29; MF $.65
2. Problems in the Transition from School to Work as Perceived by Youth Opportunity Center Counselors (ED 036 626) PC $3.29; MF $.65
3. Worker Adjustment Problems of Youth in Transition from High School to Work (ED 045 850) PC $9.87; MF $.65
4. Attitudes Toward Work: A Bibliography of ERIC Documents (see March RIE for ED Number) PC $3.29; MF $.65
5. The Meaning and Value of Work $5

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 3, 4: available from the ERIC Document Reproduction Service
5: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Information Dissemination and Utilization in Vocational Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 33

Product: 240

TARGET AUDIENCE

State and local planners and practitioners of information dissemination programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Six publications are available.

1. Information Needs of Local Administrators of Vocational Education (ED 074 221) PC $3.29; MF $.65
2. Information Needs of State Directors of Vocational Education (ED 078 129) PC $6.58; MF $.65
3. Interpretation of Target Audience Needs in the Design of Information Dissemination Systems for Vocational-Technical Education (HE 5.2: V 85/11 1780-0913) $.70
4. Information Utilization by Vocational Educators (HE 18.11:90 1780-01135) $.75
5. Installing a Coordinated Information Network in a State Education Agency: A Case Study of the Decision Process in New York (ED 061 428) PC $6.58; MF $.65
6. Guide for State Vocational-Technical Education Information Dissemination Systems $3

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 5: available from the ERIC Document Reproduction Service
3 and 4: available from the Superintendent of Documents
6: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Diffusion of Innovations in Vocational and Technical Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State Uniersity

PROGRAM, PRODUCT LINKS

Program: 33

Product: 239

TARGET AUDIENCE

Diffusion researchers and change agents in education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Seven publications are available.

1. A Conceptual Framework for the Diffusion of Innovations in Vocational and Technical Education (ED 079 468) PC $3.29; MF $.65
2. Innovations Evaluation Guide complimentary
3. Measurement of the Change Orientation of Vocational Teachers (ED 074 211) PC $6.58; MF $.65
4. Working with Opinion Leaders to Accelerate Change in Vocational-Technical Education $1.50
5. Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education (ED 062 512) PC $3.29; MF $.65
6. Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education (HE 18.11: 82 1780-01134) $.95
7. Identification of Empirical Dimensions of the Diffusion Process: Interim Report. complimentary

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 3, 5: available from the ERIC Document Reproduction Service
2, 4, 7: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210
6: available from the Superintendent of Documents, Washington, D.C. 20402.

241

PRODUCT NAME

Career Education Foundations and Concepts

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 34

Products: 242, 243, 244

TARGET AUDIENCE

State and local level career education program planners

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five publications are available.

1. Review and Synthesis of Foundations for Career Education (HE 5.2: C18/2 1780-0959) $1
2. Fifth Annual National Leadership Development Seminar for State Directors of Vocational Education: The Role of Vocational Education in Career Education (HE 5.2: P43/3 1780-0953) $1.50
3. Career Education: The Role of Vocational Education $3.50
4. Application of Vocational Development Theory to Career Education $2.50
5. Career Education: The Role of Adult Education $2.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1 and 2: available from the Superintendent of Documents, Washington, D.C. 20402.
3, 4, 5: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

242

PRODUCT NAME

Resources for Career Education Program Development

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 34

Products: 241, 243, 244

TARGET AUDIENCE

State and local career education program planners and practitioners

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five publications are available.

1. Abstracts of Instructional Materials for Career Education $2.25
2. Supplements to Abstracts of Instructional Materials for Career Education $2
3. Career Education: Information Resources $3.50
4. Review and Analysis of Sources of Occupational Information for Career Education $3.50
5. Sixth Annual National Vocational and Technical Teacher Education Seminar Proceedings: Implications of Career Education for Teachers' Preparation complimentary

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1 and 2: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210; - see prices above - set of 2 books $3.75
3, 4, 5: available from the Center for Vocational and Technical Education

PRODUCT NAME

Career Education Program Practice

INSTITUTION

The Center for Vocational
and Technical Education,
The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 34

Products: 241, 242, 244

TARGET AUDIENCE

Planners and practitioners of career education programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Seven publications are available.

1. Career Education Practice (HE 18.11/2:65 1780-01123) $1.25
2. Career Education: Guidance in the Elementary School $2.50
3. Career Education: Involving the Community and Its Resources $2.50
4. Career Education: In-Service Teacher Education $2.50
5. Career Education: Teacher's Responsibilities $2.50
6. Career Education: Communicating the Concept $2.50
7. Career Education: Leadership Roles $2.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1: available from the Superintendent of Documents, Washington, D.C. 20402.
2, 3, 4, 5, 6, 7: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

244

PRODUCT NAME

Resources for Curriculum Development in Career Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Program: 34

Products: 241, 242, 243

TARGET AUDIENCE

Curriculum developers of career education programs

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Five publications are available.

1. Review and Synthesis of Information on Occupational Exploration (ED 056 165) PC $3.29; MF $.65
2. Career Cluster Concepts $3.50
3. Career Education: The Marine Science Occupations Cluster $2.50
4. Career Education: The Leisure Occupations Cluster $3.50
5. Career Education: The Agribusiness and Natural Resources Occupational Cluster $2.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
		x	

1: available from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014.
2, 3, 4, 5: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Products: 246, 247

TARGET AUDIENCE

Vocational-technical and career education curriculum developers, administrators, counselors, and teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

AIM is an index of instructional materials acquired from individuals and various organizations throughout the United States. Published quarterly, it provides for acquired materials 1) subject and author indexes, and 2) bibliographic data, availability information, descriptors, and a brief abstract. Also provided is a list of prices and availability of microfiche of many of the materials indexed in each issue of AIM.

PRICE

Subscription (4 issues and annual index):
1 yr. - $11; 2 yrs. - $18; 3 yrs. - $27

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Center for Vocational and Technical Education
Product Utilization Section
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

Abstracts of Research Materials in Vocational and Technical Education (ARM)

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Products: 245, 247

TARGET AUDIENCE

Vocational-technical and career education researchers, teacher educators, administrators, and others concerned with improving programs based on research and related information

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

ARM is an index of research and related materials acquired from individuals and various organizations throughout the United States. Published quarterly, it provides for acquired materials 1) subject and author indexes, and 2) bibliographic data, availability information, descriptors, and a brief abstract. Also provided is a list of prices and availability of microfiche of many of the materials indexed in each issue of ARM.

A special section of ARM provides brief abstracts and data about current Part C, Public Law 90-576 research projects, in progress throughout the United States.

PRICE

Subscription (4 issues and annual index):
1 yr. - $11; 2 yrs. - $18; 3 yrs. - $27

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Center for Vocational and Technical Education
Product Utilization Section
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

ERIC Instructional Package for Vocational Educators

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

Products: 245, 246

TARGET AUDIENCE

Prospective users of ERIC

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This package enables more effective use of the ERIC system by acquainting users with such information retrieval tools as Research in Education, Current Index to Journals in Education, Abstracts of Instructional Materials in Vocational and Technical Education, Abstracts of Research Materials in Vocational and Technical Education, and Thesaurus of ERIC Descriptors. Users become familiar with both manual and computer search techniques through a set of exercises that provide firsthand experience in information retrieval. The package can be used for individual study or group instruction. The basic content can be covered in one or two hours. Hands-on exercises require an additional two or three hours. The basic package is in booklet form. Transparency masters are available to facilitate group instruction.

PRICE

Entire kit - $20; Individual materials - ERIC Instructional Package for Vocational Education - $5; Transparency masters - $4; AIM (5 copies) - $8; ARM (5 copies) - $8

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Center for Vocational and Technical Education
Product Utilization Section
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

Cooperative Vocational
Education Resources

INSTITUTION

The Center for Vocational
and Technical Education,
The Ohio State University

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

State and local planners and practitioners of cooperative vocational education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Six publications are available.

1. Review and Synthesis of Research on Cooperative Vocational Education (ED 040 274) PC $6.58; MF $.65
2. What State Leaders Should Know About Cooperative Vocational Education (ED 059 349) PC $3.29; MF $.65
3. What Administrators Should Know About Cooperative Vocational Education (HE 5.2: V 85/7 1780-0772) $.25
4. What Teacher-Coordinators Should Know About Cooperative Vocational Education (HE 5.2: V 85/8 1780-0771) $.40
5. Review and Analysis of Instructional Materials for Cooperative Vocational Education (ED 062 513) PC $3.29; MF $.65
6. Cooperative Vocational Education Programs: Staff Development $2.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 5: available from the ERIC Document Reproduction Service
3 and 4: available from the Superintendent of Documents
6: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Vocational Education for Disadvantaged Youth

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

State and local vocational program planners and practitioners

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Seven publications are available.

1. Designs for the Preparation of Vocational and Technical Teachers of Socioeconomically Disadvantaged Youth (HE 5.2: D 63/6 1780-01094) $2.25
2. Operation Resource for Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner (ED 068 625) PC $9.87; MF $.65
3. Vocational Education for the Handicapped: A Bibliography of ERIC Documents (see March RIE for ED Number) PC $3.29; MF $.65
4. Career Education: Disadvantaged Students $2.50
5. Career Education: Curriculum Materials for the Disadvantaged $3
6. Review and Synthesis of Research on Vocational Education for the Urban Disadvantaged (ED 058 391) PC $3.29; MF $.65
7. Review and Synthesis of Research on Vocational and Technical Education for the Rural Disadvantaged (HE 5.2: R 88 1780-0802) $.55

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1 and 7: available from the Superintendent of Documents

2, 3, 6: available from the ERIC Document Reproduction Service

4 and 5: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Planning Resources for Post-Secondary Vocational and Technical Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Planners and practitioners of postsecondary programs of vocational and technical education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Seven publications are available.

1. Community-Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions (ED 057 196) PC $9.87 MF $.65
2. A Suggested Guide for Post-Secondary Vocational and Technical Education (ED 047 083) PC $3.29; MF $.65
3. Proceedings of the National Seminar for State Directors of Community-Junior Colleges, January 10-11, 1972 (ED 062 520) PC $6.58; MF $.65
4. Post-Secondary Cooperative Education Abstracts (ED 079 475) PC $3.29; MF $.65
5. Proceedings of a National Invitational Conference on Post-Secondary Career Education for State Directors of Vocational Education, Community/Junior Colleges, Adult and Continuing Education (ED 079 536) PC $6.58; MF $.65
6. Review and Synthesis of Literature on Occupational Preparation in the Community College (HE 5.2: OC 1/4 1780-0907) $.75
7. Articulation of Secondary and Post-Secondary Occupational Education Programs $3.50

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

1, 2, 3, 4, 5: available from the ERIC Document Reproduction Service
6: available from the Superintendent of Documents
7: available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

Information Analysis for Vocational, Technical, Practical Arts, and Career Education

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

State and local program planners and practitioners in vocational education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The 1973 Information Analysis series consists of 28 publications relating to vocational, technical, practical arts, and career education. Their content extends from fundamental skills to the most recent concepts, attitudes, and theories. The series represents a comprehensive search and assessment of current studies along with recent projects and practices. Each has been prepared by an author who exhibits expertise and experience in the particular area. State leaders and local decision-makers will find innovations to modify existing programs or to give impetus to new. Teachers and counselors will find information and guidelines to help them revise present instructional programs.

PRICE

Entire 1973 Information Series (28 books) - $56; Vocational/Technical/Practical Arts Set (10 books) - $20; Career Education Set (18 books) - $36. Books also priced separately.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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This series is available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210

PRODUCT NAME

The First National Sourcebook: A Guide to Correctional Vocational Training

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Prison management and vocational educators in prisons and in educational institutions concerned with education of prisoners

PRODUCT EVALUATION

Preliminary and main field tests were conducted. Twelve prison vocational education experts participated in the preliminary test in December 1972. An additional 37 practitioners in corrections and related fields participating in the main test in April 1973, praised the potential usefulness of the book and suggested improvements. Revisions were made based on the results of both field tests.

PRODUCT CHARACTERISTICS

This is a book of reports on 66 innovative vocational education programs and courses in federal, state, and county correctional institutions throughout the United States.

The Far West Laboratory and the New England Resource Center for Occupational Education surveyed all correctional institutions in the nation to discover and report on innovative, successful programs in vocational education and training programs for prisoners.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Division V, Far West Laboratory for
Educational Research and Development,
1855 Folsom St., San Francisco, Calif. 94103

Thomas H. Sandblam, Executive Director, New
England Resource Center for Occupational
Education, 44 Brattle St., Cambridge,
Mass. 02138

PRODUCT NAME

Directories of Training Materials

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 80

TARGET AUDIENCE

Teachers and supervisors in vocational subjects

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Directories titled Vocational Instructional Materials Available from Federal Agencies are listings of curriculum and training documents in agriculture, distributive education, health occupations, home economics, office occupations, technical education, and trade and industrial occupations.

The seven lists provide information on materials available for use in school vocational programs. Documents are listed for more than 400 instructional programs within these 7 areas. The listing for each document provides the title, date published, number of pages, source and price, as well as relevant educational uses and descriptive information. They are designed to provide educators access to materials developed by 38 federal agencies.

PRICE

Each listing is $1 - $1.50. GPO stock numbers and order information available from NWREL

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Northwest Regional Educational Laboratory
Lindsay Building
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Academy for Career Education

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 88

TARGET AUDIENCE

High school students

PRODUCT EVALUATION

During the first year of operation students evidenced a high regard for the Academy program relative to their previous school experience. On standardized achievement tests (CTBS) students demonstrated significant gains that exceeded the normative expectations. Other instruments (POI, TEU, and project specific measures) indicated substantial student progress during the year.

PRODUCT CHARACTERISTICS

The Academy for Career Education, an employer-based secondary school, is an alternative to the traditional academic and commercial courses of study. The Academy, a private corporation organized and supported by RBS, lets students explore the world of work. Students are encouraged to attack real problems in the real world instead of theoretical problems in a classroom. The Career Exploration segment of the Academy includes work-cluster exposure and work-function exploration. The former provides students an opportunity to study the internal structure of work within organizations. Students study an enterpise as an economic entity by examining its internal organization and ecology, its products and services, and its relationship to the economic community. They also gain some knowledge of the skills required for the various levels of work and the responsibilities of each. Work-function exploration allows students to study job functions across a group of similar organizations. Students study commonalities in both "key" and "support" functions with different employers.

PRICE

Information available from Research for Better Schools, Inc.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Individualized Learning for Adults - Reading and Mathematics

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 88

Product: 182

TARGET AUDIENCE

Students over the age of 14 who lack basic reading skills or basic computational skills

PRODUCT EVALUATION

Data support the notion that the IPI curriculum contents are needed by an adult learner. ILA achievement tests demonstrate that adults do learn in the ILA system.

PRODUCT CHARACTERISTICS

ILP Mathematics - RBS has redefined its IPI mathematics program to meet the needs of the vast population of adults who lack the math skills necessary to function fully in contemporary society. The major objective of the project was to demonstrate the adaptability of the IPI system. This involved extensive revision of teaching methodologies, student-skill booklets, and teacher-training materials. Simultaneously, the program has been broadened to include such adult topics as taxes, budgeting, and insurance. The instructional materials used in ILA mathematics are designed to follow continuums that range from total illiteracy to approximately 10th-grade ability.

ILP Reading - RBS has modified its IPI reading program to appeal to an adult population. The reading program has been extended into a Communications Skills program, including audio and handwriting components.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

- ☐ Informational Brochure/Order Form Available
- ☐ Demonstrations/Salesmen Available
- ☐ Publication List Available
- ☐ User-Site List Available

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Empleen Ingles and Paper and Pencil Materials

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

The undereducated, non-English-speaking, Spanish-speaking adult

PRODUCT EVALUATION

Extensive field-testing of the series and Paper and Pencil materials reveals dramatic achievement in English comprehension, usage, and vocabulary, especially when the materials are used together. A comprehensive, final field-testing report is available from SWCEL.

PRODUCT CHARACTERISTICS

The goal of the Empleen Ingles series is to teach English to the Spanish-speaking adult in the home setting. The accompanying Paper and Pencil materials reinforce the content of the series. The series, utilizing animated color films and music with a Mexican beat, reaches urban and rural Spanish-speaking populations through the medium of commercial and educational television as well as community study groups. Thus the Spanish-speaking adult can be reached at a low cost.

The Empleen Ingles series consists of 30 half-hour films that utilize true-to-life situations, including practical applications of oral English ability in completing application forms; comprehension of weights and measures; counting money; telling time; reading traffic signs; oral communication in grocery shopping; visiting a doctor's office or medical clinic; and communicating with the child's teacher. The films were developed to achieve specific linguistic and cultural aims and each may be used as a complete instructional unit.

PRICE

Available on rental basis only. Price negotiated by publisher.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125

Volume 2 Anticipated Products

Manual on Student Perceptions of the Link Between School and Work 397

HIGHER EDUCATION

Volume 2 Anticipated Products

Manpower Counselor Training System 479

TEACHER EDUCATION

Volume 1 Available Products

English as a Second Language Program 334
English Readiness Package 335
Job Application Package 336
Comparative Buying Package 337

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359

Higher Education

PRODUCT NAME

Higher Education Monographs

INSTITUTION

Center for Research and Development in Higher Education, University of California, Berkeley

PROGRAM, PRODUCT LINKS

Program: 22

TARGET AUDIENCE

College and university administrators, professors, and graduate students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The Center for Research and Development in Higher Education has produced a number of monographs dealing with topics in higher education.

A current publications list is available from the Center that contains titles, authors, and prices for the books.

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		X	

Center for Research and Development
in Higher Education
2150 Shattuck Avenue, Fifth Floor
Berkeley, Calif. 94704

PRODUCT NAME

National Committee for Electrical Engineering Films

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 39

TARGET AUDIENCE

College-level students and professors

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Twelve college-level films, primarily in the fields of electromagnetic theory and circuit theory, were produced.

PRICE

Information available from the distributor

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

National Committee for Fluid Mechanics Films and Accompanying Notes

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 39

TARGET AUDIENCE

College-level engineering, physics, mathematics, meteorology, and physiology students and professors

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The committee produced 148, 4-minute silent films in 8mm and super 8mm cartridge loops and 22, 16mm sound films.

Fluid Mechanics Film Program: Notes on the Films also was produced by the committee. The volume contains notes for 21 of the 22 major 16mm sound films that cover nearly all of the fundamental phenomena of fluid motions. A preface by Ascher Shapiro also is included. The book describes briefly 133, 4-minute silent 8mm film loops that illustrate a particular experiment or phenomenon. The film notes for the 16mm sound films follow the film scripts closely and are liberally illustrated with experimental scenes from the films.

PRICE

Information available from the distributor

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Films: order from Encyclopaedia Britannica, Educational Corporation, 425 N. Michigan Avenue, Chicago, Ill. 60611.
Notes on Films: order from M.I.T. Press, 28 Carleton Street, Cambridge, Mass. 02142.

PRODUCT NAME

Semiconductor Electronics Education Committee Texts

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 39

TARGET AUDIENCE

Undergraduate electrical engineering students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following volumes are available in either paperback or hardcover editions.
Volume I: Introduction to Semiconductor Physics, R.B. Adler, A.C. Smith, and R.L. Longini.
Volume II: Physical Electronics and Circuit Models of Transistors, P.E. Gray, D. DeWitt, A.R. Boothroyd, and J.F. Gibbons.
Volume III: Elementary Circuit Properties of Transistors, C.L. Searle, A.R. Boothroyd, E.J. Angelo, Jr., P.E. Gray, and D.O. Pederson.
Volume IV: Characteristics and Limitations of Transistors, R.D. Thornton, D. DeWitt, E.R. Chenette, and P.E. Gray.
Volume V: Multistage Transistor Circuits, R.D. Thornton, C.L. Searle, D.O. Pederson, R.B. Adler, and E.J. Angelo, Jr.
Volume VI: Digital Transistor Circuits, J.N. Harris and P.E. Gray.
Volume VII: Handbook of Basic Transistor Circuits and Measurements, R.D. Thornton, J.G. Linvill, E.R. Chenette, H.L. Ablin, J.N. Harris, A.R. Boothroyd, and J. Willis.

PRICE

Information available from the publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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John Wiley and Sons, Inc.
605 Third Avenue
New York, N.Y. 10016

PRODUCT NAME

Developmental Biology Film Program (Films and Film Loops)

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 41

TARGET AUDIENCE

College students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Each film in this series illustrates a principle, problem, or process drawn from classical descriptive embryology, experimental morphogenesis, and recent experiments. Thematically related, the films fall into two main categories: morphogenetic movements and cyto-differentiation.

Thirty-six 16mm color, silent films; 20 color, sound films; and 78 super 8mm loops are available for rental or purchase.

PRICE

Information available on request

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Molecular Biology Films

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 41

TARGET AUDIENCE

College students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. "Alpha Helix Formation," 3 minutes, $20. A polyglycine chain is shown folding into an alpha helix from the carboxylic and amino ends. The role of hydrogen bonding between CO and NH groups is stressed by showing a magnification of the alpha helices.
2. "Amino Acids and Proteins," 6 minutes, $30. The creation of a protein is followed from the formation of the peptide bonds through the folding of the polypeptide.
3. "Biosynthesis of Steroids," 6 minutes, $30. This film illustrates the principal steps in the biosynthesis of steroid molecules from a common precursor, mevalonic acid.
4. "Catalysis by a Co-Enzyme," 5 minutes, $25. A variety of pyridoxal phosphate catalyzed reactions are displayed.
5. "Chempack," 9 minutes, $45. The Chempack programs that generate molecular structures using a library of bond lengths and bond angles is explained.
6. "Small Molecules," 5 minutes, $20. A catalog of small molecules generated by the Chempack programs is displayed.
7. "Structure of Proteins," 10 minutes, $50. This film is a detailed study of the structure of myoglobin and lysozyme.

PRICE

Rental is $10 each per week; $50 for a set of seven, per week (plus postage). See above for purchase prices.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Individual Lectures Film Project

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 47

TARGET AUDIENCE

Upper-level college mathematics majors

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Three of the six films for the Individual Lectures Film Project were produced by the Education Development Center, Inc.

1. "Non-Standard Analysis," Abraham Robinson, Part I: 29 minutes, Part II: 38 minutes
2. "Singular Perturbation Theory and Geophysics," George Carrier, Parts I and II: 50 minutes
3. "Shapes of the Future: Unsolved Problems in Geometry," Victor Klee, Two Dimensions: 22 minutes, Three Dimensions: 29 minutes.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Modern Learning Aids
Ward's Natural Science Establishment, Inc.
P.O. Box 1712
Rochester, N.Y. 14603

PRODUCT NAME

College Physics Film Program
(Sound Films and Film Loops)

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

Product: 265

TARGET AUDIENCE

College students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Twenty-five 16mm, sound films were produced and are available. Some of the films are recommended for use with the PSSC Colleg Physics course.

The following film loops also are avai
"Electricity and Magnetism Series,"
ics Series," "Oscillator Series," "Qua
Physics Series," "Ripple Tank Wave Phenomena Series," "Solder Glass Vacuum Technique Series," and "Vector Kinematics Series."

PRICE

Information available from distributors

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Distributors include: EDC Distribution Center, 39 Chapel St., Newton, Mass. 02160; Modern Learning Aids, P.O. Box 1712, Rochester, N.Y. 14603; and Universal Education and Visual Arts, 100 Universal City Plaza, Universal City, Calif. 91608.

PRODUCT NAME

College Physics Film Program (Experimental Films)

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

Product: 264

TARGET AUDIENCE

College students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The films listed below were prepared for experimental use in colleges and universities.

"Quantum Mechanical Harmonic Oscillator," Alfred Bork, 4 minutes, silent, black and white, 16mm: $20, super 8mm loop cartridge: $20.
Excerpts of PSSC Films: "Forces," 8 minutes, $40; "Frames of Reference, Excerpt I," 7 minutes, $35; "Frames of Reference, Excerpt II," 6 minutes, $30; "Photoelectric Effect," 9 minutes, color, $90.
"Eigenvalues in Quantum Mechanics," Craig Davis and Harry Schey, 5 minutes, $25.
"The Hydrogen Atom: Quantum Mechanical Wave Functions," Stewart Galley, 4 minutes, silent, color, 16mm: $25, super 8mm loop cartridge: $25.
"A Relativistic Ride," Edwin Taylor, 4 minutes, silent, color, 16mm: $25, super 8mm: reel cartridge: $25.

PRICE

Rental is in 16mm format only and is $10 per reel. Films may be purchased at the prices listed above.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Berkeley Physics Course

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

TARGET AUDIENCE

College students majoring in science and engineering

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Texts in the course include:
Volume I: Mechanics, Charles Kittel, Walter D. Knight, Malvin A. Ruderman;
Volume II: Electricity and Magnetism, Edward M. Purcell;
Volume III: Waves and Oscillations, Frank S. Crawford, Jr.;
Volume IV: Quantum Physics, Eyvind H. Wichman;
Volume V: Statistical Physics, Frederick Reif;
Laboratory Physics, Parts A, B, C, and D, Alan M. Portis.

Translations of the Berkeley Physics Course texts have been published in French, German, Greek, Italian, Japanese, Polish, Portuguese, Spanish, and Turkish.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10020

PRODUCT NAME

PSSC College Physics

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

Product: 207

TARGET AUDIENCE

College physics students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A PSSC College Physics textbook, laboratory guide, and instructor's guide have been produced.

Foreign language editions have been published in Norwegian, Spanish, and Swedish.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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D.C. Heath and Company
2700 N. Richardt Avenue
Indianapolis, Ind. 46219

PRODUCT NAME

College Introductory
Physical Science
(College IPS)

INSTITUTION

Education Development
Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 49

TARGET AUDIENCE

Preservice and inservice science teachers; college students

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The College Introductory Physical Science course was prepared as reference material for IPS teachers, as a text for inservice and preservice education of science teachers, and as a college course for nonscience majors and students who have had little science in high school. College IPS enables the student to learn some basic science and to get an understanding of the methods and philosophy of science by seeing in practice the interplay of experiment and theory.

1. College Introductory Physical Science. This text is available in paperback edition only and includes graph paper for the student's use.
2. College Introductory Physical Science, Instructor's Guide. Available to teachers of College IPS from the Physical Science Group.

PRICE

Information available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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College Text Division
Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

PRODUCT NAME

Educational Development Officer: Inservice Training

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

College and university administrators and trustees

PRODUCT EVALUATION

Pilot-testing completed October 1973. Changes in strategy and format were indicated by the pilot test data. These changes will be implemented in the field test scheduled for completion in October 1974.

PRODUCT CHARACTERISTICS

Because of the magnitude and diversity of responsibilities of today's college president and his senior administrators, NLHE is developing a new administrative role, the Educational Development Officer (EDO). The EDO is a new kind of college administrator, a top-level professional catalyst for change who serves in a staff capacity to the president and as a resource person to administrators, planning groups, and faculty. EDO's must have special skills in institutional research and data management systems; the dynamics of inter-group and interpersonal relations, organizational development, and instructional improvement. The EDO's broad charge is to bring together into a team operation all available human and technological resources for the improvement of institutional planning and management. A detailed analysis of the EDO role is presented in a research monograph that clarifies the EDO's professional role, functions, activities, and place in the organizational structure. The role definition enables administrators to evaluate the EDO role and to assess its value to their own campus environment.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Educational Development Officer: Training Series

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Colleges and universities desiring to offer a formal training program for Educational Development Officers

PRODUCT EVALUATION

The EDO role is being implemented in four senior colleges. These EDO's have completed an institutional self-study, coordinated goal-setting and and objectives-setting workshops, and field-tested a Management Planning Guide. These materials were tested in conjunction with the Inservice Training workshop. Revisions currently are being completed and testing of dissemination strategies will begin in July 1974.

PRODUCT CHARACTERISTICS

To provide an Educational Development Officer with the skills required by his role, an EDO Training Program has been developed that includes both inservice and preservice training. The training program consists of: five self-instructional manuals dealing with Social Power, Conflict Management, Interpersonal and Intergroup Relations, and Helping Relationships; a series of workshops featuring simulations and practical exercises; and on-campus consultation with NLHE staff during the training.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Developing Measurable Objectives: A Training Package

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

College and university faculty, administrators, and advisory groups

PRODUCT EVALUATION

A pilot test with 36 college administrators and educational administration graduate students was held September 1973. The participants met predetermined objectives and responded favorably to the material. Revisions currently are being completed in one section. Field tests will begin in January 1974.

PRODUCT CHARACTERISTICS

Once a college or university has established a clearly defined set of goals acceptable to its constituents, it then must develop objectives to meet the goals. Measurable objectives are needed to permit effective coordination of all institutional activities to facilitate the best allocation of resources, and to provide a precise means of measuring progress toward goals. This package, administered in a workshop setting, is designed to train faculty and administrators in developing measurable objectives from institutional goal statements. It consists of a self-instructional manual with practical exercises, accompanied by audiovisual materials. The manual trains representatives from each institutional department in the skills of writing, evaluating, and revising their objectives, and in developing objectives based on the institution's goals. The Training Manual is designed to be used by an on-campus change agent in a series of workshops for individual campus constituencies.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Group Delphi Goals

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Representatives of all constituent groups in colleges and universities

PRODUCT EVALUATION

The Group Delphi Goals has been pilot tested in three institutions and field tested in three others. Over 80 percent of the participants supported the top 10 goals selected for their institution. In all pilot- and field-test workshops, over 90 percent of the participants reacted positively. The Administrator's Manual was pilot tested by nine administrators.

PRODUCT CHARACTERISTICS

Colleges and universities generally have formal goals but these goals often are vague. It is vital to a school's welfare to have clear statements of specific goals whose content and relative importance have been agreed on by all key groups.

The Group Delphi Goals Package has been developed to enable colleges to 1) view their goals both as they are and as they should be; 2) elicit ideas from all constituent groups; and 3) promote agreement on and support for the 10 top priority goals through increased understanding of divergent views within and among groups. The package contains a set of 44 goal statements for initial consideration, plus an Administrative Manual to train on-campus change agents in conducting the training sessions. It is administered in a one-day workshop. The product uses a modified version of the Delphi technique for reaching consensus through feedback about divergent views of constituent groups.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Model Institutional Factbook

INSTITUTION

National Laboratory
for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Boards of trustees, institutional researchers, administrative staffs of colleges and universities

PRODUCT EVALUATION

Reviews of the material were made by six institutional researchers from small four-year institutions. The results were generally positive. Some suggestions for revision were made and currently are being implemented.

PRODUCT CHARACTERISTICS

Decision makers need an immediate source of pertinent data to be used in effective decision-making. This pocket-sized book presents sample data about significant areas of campus life, plus tips on data sources and guides for keeping facts current. The data pertain to enrollment, degrees awarded, grades, and attrition; faculty staffing patterns, faculty loads, and salaries; fiscal analysis; and physical facilities and their utilization. By substituting facts about his own institution for the sample data, the user creates an easy reference book that serves as a guide for the beginning institutional researcher and provides him with an immediate knowledge of institutional data sources.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Institutional Research Models

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Institutional researchers; college and university administrators

PRODUCT EVALUATION

Four technical reviews of the position paper have been completed. The reviewers expressed a strong need for practical rather than theoretical material. For this reason, the theoretical material will be incorporated into the Technical Handbook.

PRODUCT CHARACTERISTICS

Products in the IR Component include a position paper describing the conceptual frame of reference for the IR Models, a Technical Handbook explaining how the models work, and an Interpretative Handbook discussing the hidden meanings in the findings obtained for the models. On the basis of a nationwide survey of college needs and priorities currently being conducted (NLHE National Survey of Institutional Research Needs), models will be developed in three major categories: investment, organization, and relationships. Each model will be tested in institutions for both validity and cost-effectiveness.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

NLHE Information System

INSTITUTION

National Laboratory
for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Educational institutions with computing equipment

PRODUCT EVALUATION

During 1971, the system was tested at two institutions where it generated more than 125 reports covering admissions, registration, fund-raising, library and student records operations, and saved an estimated 1,200 man-hours of programming time.

PRODUCT CHARACTERISTICS

The NLHE Information System is a generalized management system suitable for small computer facilities and usable with different data bases. It eliminates the need for a programmer in the retrieval of information. The System consists of an integrated set of Fortran IV programs written for the IBM 1130; a user's manual for setting up card decks; a technical manual for the computer center; and a self-instructional administrator's manual to guide faculty and administrators with no computer background in requesting reports from the computer. The System allows a user to select records from the file based on his own criteria; to sequence the records in various orders; to perform statistical analyses such as frequency distributions, tabulations, and correlations; and to print reports, labels, letters, and cards with varied formats. To date, the System has been purchased by over 300 educational institutions in 43 states and several foreign countries as well as by over 250 commercial firms, nonprofit institutions, and government agencies.

PRICE

1130 System - $25
System 360 - $500
System 3 - price has not been determined

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x	x	x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

NLHE General Ledger System

INSTITUTION

National Laboratory
for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Educational institutions with computing equipment

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The NLHE General Ledger System is a generalized budgetary accounting system designed for educational institutions with small to medium-sized computer facilities. It is applicable to both higher and secondary educational institutions and can accommodate multiple campuses, funding sources, and schools. Facilities for budget control, multiple-year funding, and encumbrance accounting are included in the system. The system requires no changes in the user's chart of accounts and after the system is in operation, any changes to the chart of accounts, even a complete revision if desired, can be made without interruptions in the system flow or modifications to the programs. The system is implemented using FORTRAN IV as the source language. It is available at present for IBM 1130 and will soon be available for System 360/370 and System 3.

PRICE 1130: $1,000 for Source Decks, User's Guide, and Source Reference Manual. $5 for each additional User's Guide or Source Reference Manual.
System 3; System 360/370: Price not yet determined

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x	x	x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Statistical Interface System

INSTITUTION

National Laboratory
for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Institutional researchers; college and university administrators

PRODUCT EVALUATION

A technical review was completed in December 1972. Five reviewers agreed the system was useful in providing assistance to any institutional researchers who have minimal technical competency. Chief criticisms of the package centered around the selection of computer programs integral to the system. With minor revision, the system can be made marketable.

PRODUCT CHARACTERISTICS

The Statistical Interface System is a generalized computer-based data analysis system. It consists of sets of computer programs for performing various statistical analyses; and training guides for instructing the user in selecting the appropriate statistical design, preparing his data for computer entry, processing his data, and interpreting the computer output.

This system will enable institutional researchers with limited skills in statistical design and computer programming to apply powerful statistical tools to common research problems.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Management Planning Guide

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

College and university administrators

PRODUCT EVALUATION

Technical reviews were made by six individuals in May 1973. The over-all results were positive. Constructive suggestions are incorporated into the Planning Guide. Pilot tests at two institutions have been partially completed. Initial results indicate that the Planning Guide is a flexible and useful planning tool.

PRODUCT CHARACTERISTICS

The Management Planning Guide is a convenient, looseleaf manual designed to help educational institutions collect, organize, distribute, and revise the information essential to their planning and decision-making process. The Guide is intended to make an institution's planning unified, flexible, and selective so that administrators will have common techniques for dealing only with data pertinent to their decisions. The Guide contains definitions, sample data, and key references in such categories as the goals, objectives, basic nature, assumptions, and environment of an institution; information about cooperation with other institutions; and its competition, organization, resources, alternatives, strategies, budgets, and evaluation program. As he works through the manual, the user supplants sample data with data about his own institution.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Management by Objectives Training Package

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

College and university administrators and staff personnel

PRODUCT EVALUATION

MBO was pretested in August-September, 1973, in a technical review. The package was well received with the reviewers agreeing it could perform its intended function. Chief criticisms were of the relative emphasis placed on various sections and the organization of the materials. MBO will be ready for pilot-test with minor revisions.

PRODUCT CHARACTERISTICS

This package is designed to develop skills in using measurable objectives as the basis for efficient management at all levels of the educational operation. A primary goal of management by objectives is to integrate individual needs with the goals and objectives of the organization. Implementation of the management by objectives approach in a college or university clarifies individual responsibility, permits greater decentralization of responsibility, and increases the ability of the institution to be accountable to its various constituents. The product will consist of self-instructional materials and practical exercises to be administered in a workshop setting. Individuals completing the training will be able to 1) develop and negotiate objectives and strategies for their own job and 2) implement MBO in their department.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Supplementary Material for Individualized Instruction

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Two-year college administrators and faculty

PRODUCT EVALUATION

There currently are 22 EDO's in two-year colleges, and the EDO concept is receiving nationwide endorsement, as evidenced by numerous requests for the training materials. The self-instructional units have been pretested and currently are being revised and consolidated into a series of eight manuals.

PRODUCT CHARACTERISTICS

Two-year colleges need internal support if they are to renew themselves and make themselves accountable for learning. Much of this support is achieved through the introduction of the Educational Development Officer (EDO), a staff officer reporting to the president or academic dean. The EDO combines the functions and skills of an instructional technology specialist, an evaluation specialist, an internal consultant, and an internal catalyst for change. The training program, designed to equip the two-year college EDO with the necessary skills, consists of a series of 10 self-instructional units, training workshops, and onsite consultation with NLHE staff.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Goal-Setting for Organizational Accountability

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Community college administrators, faculty members, trustees, students, and interested citizens

PRODUCT EVALUATION

In all four pilot and field tests conducted to date, significant convergence has occurred between the first and final individual goal rankings. The majority of participants in all tests expressed increased knowledge of and support for the purpose and mission of their college as a result of the goal-setting process.

PRODUCT CHARACTERISTICS

This product is designed to promote agreement among various community college constituencies (trustees, administrators, faculty, students, and interested citizens) on goals concerning the overall programs, instructional outcomes, and management support for their college. In a workshop goal-setting process involving open communication and negotiations, participants rank goal priorities.

The product consists of decks of goal statement cards, a display board, an instructional booklet, glossary, team leader's guide, and individual data sheets.

Goals Workshop Trainer's Manual - The purpose of this product is to enable non-NLHE personnel to conduct successful GOALS workshops.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Writing Higher Level Objectives: Cognitive Domain

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

College faculty

PRODUCT EVALUATION

Twenty-one participants from four schools participated in the pilot test of the manual. The participants met pilot test objectives on the manual's posttest. Some revision and editing of the materials was indicated.

PRODUCT CHARACTERISTICS

Writing Higher Level Objectives is a self-instructional package written to enable faculty members to write cognitive behavioral objectives for their courses at levels higher than recall and comprehension. The package provides training in classifying and writing objectives at the levels of application, analysis, synthesis, and evaluation, because these higher-level objectives are too often neglected in community college curriculums. The Writing Higher Level Objectives package presently is administered in training workshops where participants improve the quality of the higher-level objectives they write in their own discipline for actual classroom use. Among the criteria used to evaluate the quality of objectives are clarity, comparability, use of valid and reliable measures, and use of explicit conditions.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
	X		X

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

PRODUCT NAME

Instructional Improvement Training Series and Workshop Trainer's Manual

INSTITUTION

National Laboratory for Higher Education

PROGRAM, PRODUCT LINKS

Program: 72

TARGET AUDIENCE

Faculty members at two-year colleges and technical institutes

PRODUCT EVALUATION

As of March 1971, of the 241 faculty members trained in the workshop in the 11 consortium colleges: 101 were developing completely individualized courses; 42 were individualizing 2 or more courses. Field tests at four schools indicated that the trainer's manual is effective, even for inexperienced workshop leaders. Testing was completed in May 1973.

PRODUCT CHARACTERISTICS

This series consists of a set of workbooks designed to train two-year college faculty in developing individualized instructional units to meet the needs of diverse, nontraditional students. It is a revised version of a Laboratory workbook, *Developing Individualized Instructional Materials*, published by Westinghouse Learning Press. The series is based on the systems approach to individualized instruction. Self-instructional units are broken into a sequence of learning tasks with performance indicators to measure student progress. The units allow each student to proceed at his own rate using a variety of learning methods: library references, tape recordings, narrated slide presentations and tutorial and seminar sessions. The units are revised until a majority of the students can master the material.

The Instructional Improvement Workshop Trainer's Manual has been written to enable on-campus personnel to conduct the instructional improvement workshops.

PRICE

Contact NLHE for price information

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
	x		x

National Laboratory for Higher Education
Mutual Plaza
Durham, N. C. 27701

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
REACT for Administrators 132
Research Reports on Evaluation of Teachers 138
Research Reports from Stanford Project on Academic Governance 140

Volume 2 Anticipated Products

Support Agency Strategy/Rural Futures Development 383
Using the Computer in Data Management/Decision Making 385
Research and Summary Reports of Stanford Project on Academic Governance 394

SECONDARY EDUCATION

Volume 1 Available Products

American Meteorological Society Film Program Films 206
PSSC High School Physics 207

CAREER EDUCATION

Volume 2 Anticipated Products

Design and Development of Curricular Materials 468
The Use of Learning Principles in Instruction 469
Training System for Career Education Counselors in Adult Education 471

TEACHER EDUCATION

Volume 1 Available Products

College Introductory Physical Science (College IPS) 301
Cooperative Urban Teacher Education Program 313
Higher Level Thinking Abilities 314
Interpersonal Communications 315
Interaction Analysis 316
Systematic and Objective Analysis of Instruction 317
System Technology 318
Facilitating Inquiry in the Classroom 319
Research Utilizing Problem Solving 320

REACT for Teachers 321
Stability in Teacher Effectiveness 322
Measuring Teacher Effects on Pupil Achievement 323
Personal Characteristics Associated with Effective Teaching 326

Volume 2 Anticipated Products

Preparing Education Training Consultants (PETC) 503
Interpersonal Influence 505
Teaching Responsively for Individualized Meaning 506
Teacher Retraining Strategy/Rural Futures Development 507
Selecting, Specifying, and Developing Computer Instructional Materials 508

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359

Teacher Education

PRODUCT NAME

Aesthetic Education Publications

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 285, 286, 287, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

Curriculum developers; art supervisors; art teachers; curriculum administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following publications were produced relating to the Aesthetic Education Program.

- Aesthetic Education: A Social and Individual Need $1.50
- Aesthetic Education: An Area of Study $.50
- The Aesthetic Education Curriculum Program: Past, Present, and Future $.50
- Basic Program Plan, Aesthetic Education Program $3
- A Curriculum Model for Theatre in Aesthetic Education $5.30
- Defining Behavioral Objectives for Aesthetic Education $2.80
- A Department of Education Plan for the Establishment of a Pilot Aesthetic Education Program in Cooperation with Selected Schools, CEMREL, and Other Interested Agencies $.50
- Report of the Aesthetic Education Center $3
- Teacher Education for Aesthetic Education: A Progress Report $6.50
- Tests in the Arts $5.10
- Toward an Aesthetic Education $5.

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Arts-in-General Education Project--Publications

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 286, 287, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

Curriculum developers; art supervisors; art teachers; curriculum administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. Editing: A Way of Life, Jacqueline Sitkewich, 1971.

This communications course is designed to develop students' abilities in communication, composition, and criticism through visual, aural, and kinetic activities. Course developed in cooperation with the Arts in General Education Project.

2. All the Arts for Every Child: Final Report of the Arts in General Education Project in the School District of University City, Missouri, Stanley S. Madeja, 1973.

This project, which established a model for integrating the arts into the general curriculum, is summarized. The project was supported by the JDR 3rd Fund, Inc.

3. The Development of a Learning Environment for Aesthetic Education: An Interim Report on the Experimental Kindergarten, Nancy Richard and Stanley S. Madeja, 1970.

This describes the extension of the Early Education Center curriculum (for four-year-olds) into kindergarten to achieve optimum intelligence growth through the acquisition of motor, auditory, visual, cognitive, and verbal skills.

PRICE

1. $7.50
2. Single copies may be secured from The JDR 3rd Fund, Inc., 50 Rockefeller Plaza, N.Y. 10020
3. $1.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Artist-in-Residence Project--Publications and Film

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 287, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. The Artist in the School: A Report on the Artist-in-Residence Project, Stanley S. Madeja, Nadine J. Meyers, Suzanne A. Dudley, and Donald Jack Davis, 1970.

Report on the objectives, design, and evaluation of a project which placed six practicing visual artists in selected high schools and junior high schools across the country during the 1969-70 school year. Includes case studies, reactions, and recommendations. The project was funded by the National Endowment for the Arts and coordinated by CEMREL.

2. "The Artist as Teacher," Bradley Morison, 1970.

Author of this Saturday Review Article looks at artist-in-the-school programs and why they are successful. Includes a discussion of CEMREL's Artist-in-Residence Project.

3. A Report on Training Evaluators, Artist-in-Residence Project, 1970-1971, 1971.

Describes method employed to train on-site evaluators participating in the continuation of the Artist-in-Residence Project. The National Endowment for the Arts was the supporting agency.

4. See-Touch-Feel: A Report on the Artist in the School, 1970.

A sound, color, 16mm film that shows artists-in-residence at high schools in Evergreen, Colo., and Philadelphia and at a junior high school in St. Paul.

PRICE

1. $6
2. $.50
3. $2
4. Available for sale or rental from ACI Films, Inc., 35 West 45th St., New York, 10036.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Reviews and Indexes to Research in the Arts

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 406, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

Curriculum developers; art supervisors; art teachers; curriculum administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following Reviews and Indexes are compilations of research presenting the scope of basic information in the arts for the years 1900-1968.

1. Reviews and Indexes to Research in Creativity
2. Reviews and Indexes to Research in Dance
3. Reviews and Indexes to Research in Educational Media, Volume I
4. Reviews and Indexes to Research in Educational Media, Volume II
5. Reviews and Indexes to Research in Film
6. Reviews and Indexes to Research in Literature

PRICE

1. $5
2. $5.60
3. $3.80
4. $12
5. $3.30
6. $7.40

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

The Humanization Processes: A Social Behavioral Analysis of Children's Problems

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 9

TARGET AUDIENCE

Special education teachers; social workers; psychiatrists; parents of disturbed children; students in child psychology, behavior modification, sociology, social psychology

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

CEMREL's Instructional Systems Program began as a program of applied research with emphasis on learning problems of inner-city children, hyperactive-hyperaggressive children, and autistic children. The major research activities are reported in The Humanization Processes (John Wiley & Sons, 1971). Authors are Robert L. Hamblin, David Buckholdt, Daniel Ferritor, Martin Kozloff, and Lois Blackwell, all associated with the CEMREL program.

The book is based on the belief that children can learn to be humane only in a social environment which is itself humane. The interpretations of children's problems as a natural result of pathogenic learning environments are detailed in original experiments and case studies.

PRICE

$12.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Proceedings of Annual CSMP International Conferences: 1969 and 1970

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

Program: 8

TARGET AUDIENCE

Teachers of probability and statistics, geometry, or algebra

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

"Teaching of Probability and Statistics: Proceedings of the first CSMP International Conference" is a report on the international conference on the teaching of probability and statistics at the precollege level. It contains numerous recommendations and suggestions for immediate use in the classroom. The book was edited by Lennart Rade.

"Teaching of Geometry at the Precollege Level: Proceedings of the Second CSMP International Conference" is a collection of the papers presented or prepared by the conference participants. The book ranges from basic reflections on the goals of geometry teaching, historical perspective and psychological investigations on the learning of mathematics, to didactical analysis of particular areas of geometry and proposals for the incorporation of more advanced and recent mathematical ideas in the curriculum. The book was edited by Hans-Georg Steiner.

"Teaching of Algebra at the Precollege Level: Proceedings of the Third CSMP International Conference" is a collection of the papers presented or prepared by the conference participants.

PRICE

To be determined

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Publications
CEMREL, Inc.
3120 -59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Dialects and Dialect Learning

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Elementary and secondary teachers of English

PRODUCT EVALUATION

Dialects and Dialect Learning has undergone four field tests. The last field test showed that as a result of instruction the teachers were able to make large, significant gains in the amount of knowledge they had acquired and the skills they could exhibit.

PRODUCT CHARACTERISTICS

Dialects and Dialect Learning is a self-contained inservice program that aims toward teacher understanding of the major nonstandard dialects in America. It provides basic information and skills both for teachers who wish to modify their procedures in teaching standard English usage and for teachers who merely wish to understand more fully this sensitive and important topic. Much of the program is given over to enlarging an understanding of linguistics and of language as a social medium. The ultimate objective of the program is to prepare teachers to individualize instruction in dialects and usage and to help youngsters acquire control of major features of the standard dialect of their region-- features that they can use or not use according to the dictates of given situations. Dialects and Dialect Learning consists of four programmed instructional units with accompanying tape recordings and test materials: 1) "About Dialects" --teaches critical concepts; 2) "Broad Phonetic Transcription"--teaches a recording skill necessary for speech analysis; 3) "Analyzing Nonstandard Dialects"--teaches the most critical standard features; and 4) "Curriculum Decisions"--focuses on what to do in the classroom.

PRICE

To be determined by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Teaching a Standard English to Speakers of Other Dialects -- Targeted Communications Project

INSTITUTION

CEMREL, Inc.

PROGRAM, PRODUCT LINKS

TARGET AUDIENCE

Teachers; adminstrators; school boards

PRODUCT EVALUATION

Content was evaluated by a panel of critics from throughout the country for validity and effectiveness.

PRODUCT CHARACTERISTICS

This project provides up-to-date, educationally and linguistically sound information for the various audiences involved in the task of teaching a standard English to speakers of nonstandard dialects. The materials prepared during the targeted communications project include the following:

1. Basic Report (500 pages)
    Bibliographies in several areas
    Annotated bibliography
2. PREP Report: "Teaching a Standard English to Speakers of Other Dialects: Targeted Communications"
3. Monographs:
    Elementary: "Language Learning, a New Direction"
    Secondary: "What's Happening in Second Dialect Instruction"
    College: "Dialects and Dialect Learning: Where We're At"
    Administrators: "Nobody'll Hire Ya If Ya Don't Talk Right"
    Public: "Watch Your Language"
4. Five Color-Sound Filmstrips:
    "You Can't Do the Polka to the Blue Danube Waltz"' "What Is Known About Dialects--Everybody Speaks a Dialect"; "Issues in the Teaching of a Standard Dialect"; "Implementation in the Elementary Classroom"; "Implementation in the Secondary Classroom."

PRICE

To be determined by the publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Four Studies of the Effects of Using Teams-Games-Tournament in the Classroom

INSTITUTION

Center for Social
Organization of Schools,
The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 23

Products: 483, 484

TARGET AUDIENCE

Teachers;
schools administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This compilation of four research studies investigates the effects of the Teams-Games-Tournament procedure in the classroom on 1) student achievement; 2) cross-race and cross-sex interaction; 3) classroom processes; and 4) student attitudes.

PRICE

Complimentary copies available

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Instructional Model for Optimal Use of Games

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 26

TARGET AUDIENCE

Educational administrators; junior and senior high school teachers

PRODUCT EVALUATION

An experimental treatment, using the model to apply the simulation, PRINCE, found that class performance using the game increased compared to a conventional approach to teaching international relations.

PRODUCT CHARACTERISTICS

There has been a continuing increase in the use of simulation and nonsimulation games in schools that follow no specific model for optimizing the learning effects of the games. Such a model is needed by educators to use games most effectively.

This product is an instructional model concerned with 1) the acquisition of basic skills and knowledge, and 2) the use of higher-level abilities of application, analysis, synthesis, and evaluation. The model is motivating and reinforcing and can be described in seven steps: 1) establish the students' present level of competence; 2) introduce the unit of instruction at its most general level; 3) introduce new concepts, goals, roles, or rules to be used in the game at the most fundamental conceptual level; 4) have students interact with the game; 5) estimate the knowledge gained; 6) clarify misconceptions; and 7) repeat steps 3-6 at the next higher conceptual level.

PRICE

Complimentary

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

PRODUCT NAME

Evaluation Scheme for Determining the Effectiveness of Games

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PROGRAM, PRODUCT LINKS

Program: 26

TARGET AUDIENCE

Teachers using games; games researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A series of reports has been prepared that, taken together, provides the teacher with evaluative information to judge the effectiveness of various games in 1) increasing academic learning~~, 2)~~ increasing participation, and 3) changing attitudes and providing an environment for learning. This effectiveness is measured against the effectiveness of conventional instruction.

The series provides some instruction for using games most effectively.

PRICE

These reports are available through the ERIC system, at $3.29 per hard copy

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
		x	

Center for Social Organization of Schools
The Johns Hopkins University
3505 No. Charles Street
Baltimore, Md. 21218

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Md. 20014

PRODUCT NAME

Open Education Follow Through Publications

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 55

TARGET AUDIENCE

Early childhood- and elementary-level teachers; curriculum coordinators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Two booklets have been produced that result from the Open Education Follow Through Program. One contains a list of materials for the open classroom and some suggestions for their use. The second booklet contains a list of children's books that the Follow Through staff found useful in open classrooms.

The book titles are: Instructional Aids, Materials, and Supplies (Follow Through); and Children's Literature (Follow Through).

PRICE

$1 each

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

The Classroom as a Learning Community

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 52

Product: 297

TARGET AUDIENCE

Teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The Classroom as a Learning Community, a seminar program for teachers, is based on the assumption that diversity among group members is a resource for learning to be valued and used. Primary materials for the program are five ethnographic classroom films to be viewed, discussed, and analyzed. Seminar participants are asked to consider how the diversity expressed by the students in each classroom situation could be used to expand each class member's learning experience.

The following films are available: 1) "Apartments and Igloos," 11 minutes, purchase $65, rental $10; 2) "The Fight," 20 minutes, purchase $120, rental $15; 3) "The Mural," 22 minutes, purchase $130, rental $15; 4) "Talking About Old People," 19 minutes, purchase $115, rental $15; 5) "Talking About Beliefs," 14 minutes, purchase $85, rental $15.

A set of six booklets, containing film scripts, questions for discussion, an overview, and background reading also is available.

PRICE

Films: see above
Set of six booklets: $4. For orders under $25, enclose a check or money order.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Order films from EDC Distribution Center, 39 Chapel Street, Newton, Mass. 02160.

Order booklets from Teacher Education, EDC Social Studies Program, 15 Mifflin Place, Cambridge, Mass. 02138.

PRODUCT NAME

Diversity in the School Community

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 52

Product: 296

TARGET AUDIENCE

Teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This program explores the range of values and opinions that exists among members of any school community concerning what should be taught, how, for what purpose, and who should decide. Three instructional units, which can be used independently or in combination, are available, providing material for approximately 24 hours of meeting time.

PRICE

Information available from distributor

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Nadine Houston
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Elementary Science Study Supplementary Books

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 42

Products: 167, 168, 299

TARGET AUDIENCE

Science teachers; students in elementary science classes; administrators; others interested in ESS units and materials

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following supplementary books are available.

1. The ESS Reader is a collection of some of the printed articles that have had the most meaning for ESS staff and supporters over the decade of the project's existence.
2. An Interview with Dorothy Welch, An Interview with Bruce Whitmore, and An Interview with Pat Hourihan are three accounts of the ways in which three elementary teachers developed lively, diversified classrooms with their students.
3. Introduction to the Elementary Science Study discusses the ESS approach and units and tells something of how the units were developed. It contains photographs of children using ESS units in the classroom.
4. A Materials Book for the Elementary Science Study contains information and ideas about alternative ways to collect and maintain materials for elementary school science.
5. A Working Guide to the Elementary Science Study is a resource book for science supervisors, administrators, teachers, and others interested in ESS units and materials.
6. The Elementary Science Study: A History.

PRICE

1. $2	4. $3
2. $1 each	5. $3
3. $.25	6. $5

Prepay all orders: add 20% for postage and handling to orders under $10; 10% for orders $10-plus.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Elementary Science Study Classroom Films

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 42

Products: 167, 168, 298

TARGET AUDIENCE

Science teachers; students in elementary science classes

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The following 16mm films of classrooms have been effectively used in preservice and in-service teacher training, workshops, faculty meetings, and parent-teacher gatherings: "Another Way To Learn," (black and white), rental $10, purchase $65; "Balancing," (silent, color), rental $10, purchase $100; "Bones," (silent, color), rental $10, purchase $100; "Choosing To Learn," (sound, color), rental $20, purchase $260; "Classrooms in Transition," (sound, black and white), rental $15, purchase $155; "Gases and 'Airs' in the Classroom," (sound, black and white), rental $15, purchase $160; "Kitchen Physics," (sound, color), rental $20, purchase $300; "Pond Water," (sound, color), rental $30, purchase $400; "A Small Things Classroom," (sound, black and white), rental $15, purchase $125.

PRICE

See above

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Arithmetic Project Course Materials

INSTITUTION

Education Development Center, Inc.

PROGRAM, PRODUCT LINKS

Program: 48

TARGET AUDIENCE

Inservice and preservice elementary teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Written materials and films for 20 sessions are available.

PRICE

Cost starts at $675 for 10 sessions with 20 participants. Introductory workshop $48, deductible from order for longer workshop.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Jack Churchill
Arithmetic Project
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Protocol Materials for Teachers I: Teacher Behavior

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

Products: 302, 303, 485

TARGET AUDIENCE

Preservice and inservice teachers of all grades

PRODUCT EVALUATION

Field testing revealed generally positive acceptance of the materials as a valuable adjunct to teacher training. Data on concept mastery indicate that mastery of the concepts is occurring. Attitudes toward the use of these materials for the teaching of educationally relevant concepts are highly positive.

PRODUCT CHARACTERISTICS

Protocols bridge the gap between theory and reality by providing actual examples of theoretical concepts. The materials include videotaped examples of concepts as they occur in the real classroom. Each of these tapes is accompanied by an instructor's manual. The set of tapes focuses on four concepts of teacher behavior: Questioning, Praise and Corrective Feedback, Using Student Ideas, and Lesson Organization. An accompanying manual contains five sections: 1) how the concepts occur in the classroom; 2) the research basis for the concepts; 3) a transcript with commentary; 4) a report of the field testing; and 5) suggested strategies for presenting the material.

The materials may be used as part of an educational psychology course, in curriculum and instruction courses, or in methods courses. They are particularly suitable for preservice education and may be used in independent study. They also are available in kinescope form.

PRICE

Contact Far West Laboratory for price information.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Far West Laboratory for Educational Research
and Development
Attn.: Ms. Soledad Currey
1855 Folsom Street
San Francisco, Calif. 94103

302

PRODUCT NAME

Protocol Materials for Teachers II: Group Process

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

Products: 301, 303, 485

TARGET AUDIENCE

Preservice and inservice teachers of all grades

PRODUCT EVALUATION

Field testing revealed generally positive acceptance of the materials as a valuable adjunct to teacher training. Data on concept mastery indicate that mastery of the concepts is occurring. Attitudes toward the use of these materials for the teaching of educationally relevant concepts are highly positive.

PRODUCT CHARACTERISTICS

Protocols bridge the gap between theory and reality by providing actual examples of theoretical concepts. The materials include videotaped examples of concepts as they occur in the real classroom. Each of these tapes is accompanied by an instructor's manual. The set of tapes focuses on concepts of behavior in groups: Task Roles; Unifying Roles; Anti-Group Roles; and four stages of Group Growth. Each accompanying manual contains five sections: 1) how the concepts occur in the classroom; 2) the research basis for the concepts; 3) a transcript with commentary; 4) a report of the field testing; and 5) suggested strategies for presenting the material.

The materials may be used as part of an educational psychology course, in curriculum and instruction courses, or in methods courses. They are particularly suitable for preservice education and may be used in independent study. They also are available in kinescope form.

PRICE

Contact Far West Laboratory for price information.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Far West Laboratory for Educational Research
and Development
Attn.: Ms. Soledad Currey
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Protocol Materials for Teachers III: Sex Role Stereotyping

INSTITUTION

Stanford Center for Research and Development in Teaching and Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

Products: 301, 302, 485

TARGET AUDIENCE

Preservice and inservice teachers:
Film 1: elementary-jr. high
Film 2: elementary-jr. high
Film 3: elementary through high school

PRODUCT EVALUATION

Field testing of the materials is in progress with teacher interns in two large universities. Testing is for concept mastery and for attitudes toward the use of the materials for teaching the concept of sex role stereotyping.

PRODUCT CHARACTERISTICS

Protocols bridge the gap between theory and reality by providing actual examples of theoretical concepts. The materials include filmed examples of concepts as they occur in the real classroom. The third year's work contains a set of three films accompanied by an instructor's manual. The films focus on the concept of sex role stereotyping in schools. Hey! What About Us? illustrates stereotyping in physical activities; I Is for Important focuses on social and emotional events; and Anything They Want To Be on intellectual and career activities. The instructor's manual contains 1) a general introduction; 2) a summary of relevant research on physical, social/emotional, and intellectual sex differences and sex role socialization; 3) transcripts of the films with each stereotype annotated; 4) suggested use of the handbook and films; 5) resources for teachers; and 6) a bibliography. The materials may be used as part of an educational psychology course, in curriculum and instruction courses, or in women's studies courses.

PRICE

Plans for rental and purchase of the films and handbook are in progress.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Far West Laboratory for Educational Research and Development
Attn.: Ms. Soledad Currey
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Minicourse 1: Effective Questioning--Elementary Level

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Elementary and middle-grade teachers; preservice trainees (student teachers and interns)

PRODUCT EVALUATION

Rigorous field-testing over two years, plus replication studies, indicate the Minicourse is highly effective in reducing teacher talk and increasing pupil discussion. Field-test data have been published in The Minicourse by Borg et al., (Macmillan) and in ERIC documents ED 028 114 and ED 021 617. Teachers say they prefer minicourses to other methods of inservice training. A follow-up study indicated teachers retained skills three years after training.

PRODUCT CHARACTERISTICS

Minicourse 1: Effective Questioning is a self-contained, self-evaluative inservice (or preservice) teacher-training package that includes 11 color films (instructional and model), teacher handbook (including follow-up activities), and coordinator handbook-- plus a research volume. This Minicourse provides an opportunity for any teacher or trainee to learn such skills as probing, prompting, refocusing, redirecting, pausing, asking higher-cognitive questions, etc., and to eradicate such negative behaviors as repeating pupil answers or answering one's own questions. Through use of videotape feedback, the trainee gets prompt reinforcement in a nonthreatening atmosphere. The whole process is based on microteaching--where the trainee practices a few skills with a small group of pupils-- plus the use of highly specific instructional and model films that demonstrate the behaviors to be practiced. A daily course sequence, covering 15 days (one hour per day) assures that each cluster of skills will be learned.

PRICE

Purchase: $1,575
Rental: $210.15
Teacher Handbook: $1.90
Coordinator Handbook: $3.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 2: Developing Children's Oral Language

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers of Head Start and primary (K-3) grades; also applicable to English-as-a-Second-Language teachers of intermediate (4-6) grades

PRODUCT EVALUATION

Analysis of the course data indicates that teachers who took the course made highly significant gains in the skills most critical for improving the language of pupils with minimal language experience. The course is an effective training package for teachers who work with many types of pupils with minimal language experience.

PRODUCT CHARACTERISTICS

This teacher education course for developing children's oral language consists of six films, a teacher handbook, and a coordinator handbook.

Young children whose previous experiences have not adequately promoted language development require carefully planned instruction to facilitate their future learning. In five instructional sequences the teacher develops skills in extending the language and thought of primary-grade children; introducing and providing practice in the use of new language patterns; facilitating the meaning associated with the learning and use of positional words; increasing the children's ability to describe and classify objects; and increasing children's ability to identify and describe action.

PRICE

Purchase: $1,399
Rental: $206.75
Teacher Handbook: $2.25
Coordinator Handbook: $3.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 5: Individualizing Instruction in Mathematics

INSTITUTION

Far West Laboratory for
Educational Research
and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Inservice and preservice teachers of grades 1-6 or of older remedial students

PRODUCT EVALUATION

Four evaluation studies involving about 275 students in preservice and inservice settings have been completed. Course effectiveness was determined in each study by comparing videotapes of teachers' tutoring behavior before and after training. Findings indicate that the course accomplishes most of its behavioral objectives.

PRODUCT CHARACTERISTICS

Most teachers have received training in the content of modern mathematics instruction but not in how to teach it. Minicourse 5 trains the teacher to help students over individually diagnosed difficulties in mathematics. The teacher also acquires effective techniques for modern mathematics instruction with special emphasis on number operations and verbal reasoning problems. Course skills include providing verbal praise; asking diagnostic questions; using demonstration techniques; assigning examples to evaluate learning; assigning examples for practice; and organizing the classroom for individualized instruction. The course provides about 13 hours of self-directed training and consists of 9 films, a teacher handbook, and coordinator handbook. In a typical lesson the teacher learns several teaching skills by studying a brief handbook chapter, an instructional film, and a model film. Then he practices the new skills by microteaching; that is, he conducts several brief tutoring sessions that are videotaped or audiotaped so that he can receive feedback on his use of the skills.

PRICE

Purchase: $1,545
Rental: $220
Teacher Handbook: $2.55
Coordinator Handbook: $3.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 8: Organizing Independent Learning--Primary Level

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Head Start personnel; day-care personnel; teachers of primary (K-3) pupils

PRODUCT EVALUATION

Data collected in field testing revealed that Minicourse 8 is effective in introducing and establishing the skills needed to provide for independent study.

PRODUCT CHARACTERISTICS

This is a teacher education course providing primary teachers with organizational skills for individualizing instruction. It consists of four instructional films, a teacher handbook, and a coordinator handbook. A report of the course research data is being revised. In four instructional sequences the teacher develops skills in establishing the concept of working independently; helping pupils develop skill in solving problems that occur during independent work periods; developing teacher-learner expectations for delayed teacher response to pupil work; and combining independent work, problem solving, and delayed response into a learning environment using independent activity and small-group instruction.

PRICE

Purchase: $1,145
Rental: $175
Teacher Handbook: $3.80
Coordinator Handbook: $3.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		x

The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 9: Higher-Cognitive Questioning

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Inservice and preservice teachers of grades 3-8

PRODUCT EVALUATION

One evaluation study has been completed and several others are in progress. As compared to a control group, teachers who have taken the course ask a significantly greater percentage of higher-cognitive questions, elicit longer student responses, and elicit more higher cognitive responses.

PRODUCT CHARACTERISTICS

Research findings indicate that teachers emphasize knowledge questions rather than questions designed to achieve higher-cognitive objectives in their classrooms. Minicourse 9 is intended to provide teachers with training in using various types of higher-cognitive questions, as described in Bloom's Taxonomy of Cognitive Objectives. The course also provides instruction in analyzing the quality of student answers and in improving quality of answers by asking probing questions. The course contains about 15 hours of training and consists of 6 films, a teacher handbook, and coordinator handbook. In each lesson the teacher learns several types of higher-cognitive questions by studying a brief handbook chapter, an instructional film, and a model film. He then practices using these questions by conducting microteach discussions that include about six students from the teacher's classroom and are videotaped for later feedback. Stress is placed on using probing, analysis, synthesis, and evaluation questions.

PRICE

Purchase: $1,145
Rental: $175
Teacher Handbook: $3.80
Coordinator Handbook: $3.80

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 15: Organizing Independent Learning--Intermediate Level

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Preservice and inservice teachers who are or will be working in grades 3-8

PRODUCT EVALUATION

Data indicate that the course is effective in incorporating the skills for independent learning into the teacher's performance. The skills demonstrated by only 2 of 54 teachers before the course were all (or all but one) demonstrated by 48 of the 54 after the course. A complete evaluation report is available from the Laboratory.

PRODUCT CHARACTERISTICS

The increasing trend toward individualization of education and full development of each child's potential created a need for this course designed to help intermediate teachers (grades 3-8) apply research-based independent learning skills. In five instructional sequences the teachers build skill in assessing students' level of independence and developing independent learning contracts. The contracts include identifying what is to be learned; specifying how learning will be demonstrated; outlining learning steps to be completed; identifying resources to be used; establishing deadlines; and providing reinforcement through feedback information. The final instructional sequence develops skill in phasing-in the independent learning process in the classroom. This self-contained teacher education course consists of six 16mm color films, a teacher handbook, and a coordinator handbook. A literature review is completed.

PRICE

Purchase: $1,140
Rental: $165
Teachers Handbook: $3.90
Coordinators Handbook: $3.90

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
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The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Minicourse 18: Teaching Reading as Decoding

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers of primary (K-3) pupils; teachers of remedial reading; student and intern teachers; primary (K-3) and remedial reading pupils

PRODUCT EVALUATION

Results of the main field-test indicate that participants changed significantly in course-approval directions in 83 percent of the teaching behaviors analyzed. A report of the pupil achievement data from the main field-test is being completed. In an independent study of the effects on pupil achievement, the pupils of Minicourse-18 teachers made significantly greater gains on standardized and non-standardized tests than did pupils of control teachers. MFT report: ED 066 710.

PRODUCT CHARACTERISTICS

This Mincourse 18 develops teacher skills in instruction in a number of decoding processes, leading to independence in decoding by pupils. It is a multimedia, self-contained, self-instructional, performance-based course for teacher education. It consists of six 16mm color films, a teacher's handbook, a pupil-materials handbook, a diagnostic-test booklet, and a coordinator handbook. In five instructional sequences the teacher develops skill in teaching letter recognition, helping pupils establish letter-sound correspondence for larger-letter units, helping pupils use syntactic and semantic clues to decode words, and developing pupil and teacher skill in the application of decoding skills in a problem-solving strategy. The teacher reads the handbook, views the filmed demonstrations of the teaching skills, uses audio or video recording lessons applying the course skills, and self-evaluates those lessons. Requirements are a 16mm projector; a videotape recorder, monitor, camera, and microphone or an audiotape recorder and camera for each teacher's practice lessons; and provision of a small room and released time for teachers.

PRICE

Purchase: $1,200
Rental: $210
Teacher Handbook: $3.90
Coordinator Handbook: $3.90
Teacher Resource Kit: $27

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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The Macmillan Co.
Front and Brown Streets
Riverside, N. J. 08075

PRODUCT NAME

Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom

INSTITUTION

Far West Laboratory for Educational Research and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Special education teachers and administrators; professors; and students of education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book is about the "mainstreaming" movement in special education in elementary schools. It contains case studies of public school programs in which minimally handicapped children are maintained in regular classrooms, plus five analytical papers on legal aspects of mainstreaming, teacher education, and accountability. The book also contains an extensive review of the literature and an annotated bibliography.

The book was produced by the Far West Laboratory under a grant from the National Center for Educational Communications, U.S. Office of Education. It was to have been a PREP package, but with the discontinuation of this series by NIE, the Laboratory has published the work as a book.

PRICE

$6.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Division V
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12

INSTITUTION

Far West Laboratory for
Educational Research
and Development

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

Foreign language teachers, coordinators, and consultants; administrators, professors and students in schools of education

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Options and Perspectives describes more than 50 innovative foreign language programs for grades K-12, representing "total immersion," study abroad, individualized programs, mini-courses, summer camps, FLES enrichment institutes, programs integrating foreign language instruction with minority studies, vocational education, drama, and music. Content, approach, materials, and objectives are discussed and suggestions offered on how the programs can be adapted to other locales. The project to report on recent innovative foreign language programs was undertaken by the Laboratory in conjunction with the American Council on the Teaching of Foreign Languages because there was no comprehensive and current description of program models reflecting the recent trend away from emphasis on teaching methods and toward concentration on learning styles.

PRICE

$3.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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American Council on the Teaching of
Foreign Languages
62 Fifth Avenue
New York, N. Y. 10011

PRODUCT NAME

Cooperative Urban Teacher Education Program (CUTE)

INSTITUTION

Mid-continent Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 71

TARGET AUDIENCE

Trainers of teachers for inner-city schools

PRODUCT EVALUATION

Evaluation data show that CUTE graduates become more indirect in their teaching behavior during their training, develop more positive attitudes toward inner-city persons, and become more pupil-oriented. Seventy-five percent of the principals who had CUTE graduates working in their schools rated them "above average" as compared to other first-year teachers.

PRODUCT CHARACTERISTICS

CUTE is a 16-week, urban-based, field-centered teacher training product. Conducted by an interdisciplinary instructional staff, it has demonstrated success in preparing preservice teachers to work effectively with inner-city children. It is presently located in 12 urban communities and has received second year federal funding for installation in 12 additional major urban centers across the nation.

PRICE

Program manual available from Laboratory
$1 handling charge

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available

Mid-continent Regional Educational
Laboratory
104 E. Independence Ave.
Kansas City, Mo. 64106

PRODUCT NAME

Higher Level Thinking Abilities

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 315, 316, 317, 318, 319, 320, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all subject areas and grade levels

PRODUCT EVALUATION

Pre/post data showed:
1) teachers completing the training could apply the teaching strategies and
2) second-generation trainers could teach those strategies effectively. Seventy-three percent of the teachers trained found the system valuable, used it in their classrooms, and understood it.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system includes all materials and procedures for using them to conduct 36 hours of instruction. Organized into 28 instructional sequences, or units, it is conducted as an inservice workshop or preservice course. Teachers learn to use teaching strategies that increase the students' abilities to solve problems by categorizing facts, drawing generalizations from these facts, and applying them to unknown situations. As a result of teachers using these teaching strategies, students learn whys and hows, rather than memorize facts; learn to use sound judgment and solve problems creatively; and learn to assimilate large bodies of knowledge. Each of the teaching strategies is learned through a series of five steps: 1) the skill is introduced with the leader playing the role of a classroom teacher and the teachers playing the role of students; 2) the theory of the skill is presented; 3) the skill is broken into its component parts and simulated in small groups; 4) the strategy is demonstrated with laboratory students; and 5) each teacher uses the skill in his own subject area with his regular students.

PRICE

Instructor's Manual: $15
Participant Materials: $10.50 per set

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Commercial Educational Distributing Services
Box 3711
Portland, Ore. 97208

PRODUCT NAME

Interpersonal Communications

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 316, 317, 318, 319, 320, 503, 504, 505, 506

TARGET AUDIENCE

All school personnel

PRODUCT EVALUATION

Evaluation results of the achievement of training objectives using final materials are being prepared.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system includes all materials and procedures for using them to conduct 30-40 hours of instruction in either an inservice or campus course of 20 units. The basic learning group is a sextet. A workshop leader gives instructions from the manual to guide the participants through the design. Each instructional sequence provides: purpose; equipment and materials list; leader information; and handouts. School personnel who complete the training program increase their abilities to communicate effectively with students, the community, and each other. They learn to paraphrase; describe behavior; describe feelings; check perception of other's feelings or intentions; identify nonverbal communication cues; apply guidelines to giving and receiving feedback; identify the effects of expectations and feelings on communications; apply the concepts of coding and encoding to interpersonal communications; apply the concept of matching behavior with intentions in communication; identify behaviors that effect openness of communication; apply the circular process model of interpersonal relations to communication; and identify the effects of roles on communications.

PRICE

Leader's Manual: $15
Participant Materials: $11 per set
Instructional films and audiotape: $175

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Xi Com, Inc.
Sterling Forest, R.F.D. 1
Tuxedo, N. Y. 10987

PRODUCT NAME

Interaction Analysis

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 317, 318, 319, 320, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all grade levels and subject areas

PRODUCT EVALUATION

Assessment of trainees' ability to use these techniques are built into the training materials. Typescripts of classroom episodes, tally sheets, and correctly completed tally sheets are provided, making it easy for trainers to check the trainees' performance. Experience in Laboratory-conducted developmental workshops shows satisfactory achievement in learning to use this technique.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system includes all materials and procedures for 30-40 hours of instruction in either an inservice workshop or preservice course. There are 18 instructional sequences or units. Activities are sequenced to present an increasingly intense involvement with the three phases of interaction analysis instruction: tallying, analysis and interpretation, and usage. Each sequence provides: a description, with a list of materials; rationale; objectives; procedures; and participant handouts. Teachers who complete the training program learn to use these techniques for collecting data about classroom events, analyzing and interpreting the information, and using it to make sound judgments for improving instruction. In broad terms, teachers learn to: interpret instructional goals in terms of expected patterns of interaction; gather data about the instructional materials in a classroom; analyze interaction data to determine patterns of influence and areas of concern; perceive the effects of varying styles of verbal behavior; vary or limit verbal behavior to meet desired instructional goals; and use analyzed interaction data as a basis for change in teaching behavior.

PRICE

Trainer's Guide: $4
Participant Materials: $2.50 a set

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations, Salesmen Available	Publication List Available	User-Site List Available
X			

Commercial Educational Distributing Services
Box 3711
Portland, Ore. 97208

317

PRODUCT NAME

Systematic and Objective Analysis of Instruction

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 318, 319, 320, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all subject areas and grade levels and teacher supervisors

PRODUCT EVALUATION

Ten specific training objectives were evaluated on five criteria. Participants demonstrated high cognitive mastery and significant communication adequacy. They also perceived the training as being effective. Criteria related to affective change and maturity levels could not be supported.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system provides all materials and procedures for conducting 100 hours of instruction. Organized into 47 instructional sequences or units, it is conducted as an inservice workshop or preservice course. A doing-looking-learning type of instruction is used. In developing new skills, teachers: 1) plan daily lessons together; 2) observe teachers using the plans with pupils; 3) learn to record systematically what happens in the classroom; 4) analyze objectively the information for patterns of teaching behavior; and 5) use the information to plan ways of improving instruction.

Teachers who complete the training learn skills in interpersonal relations, supervisory techniques, and teaching strategies that can be applied in self-analysis and the analysis of other teachers for the improvement of instruction.

PRICE

Training Manual: $10
Participant Materials: $7 per set

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Commercial Educational Distributing Services
Box 3711
Portland, Ore. 97208

PRODUCT NAME

System Technology

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 319, 320, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all grade levels and subject areas

PRODUCT EVALUATION

Evaluation underway.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system provides all materials and procedures for conducting 36 hours of training. Organized into 20 instructional sequences or units, it is conducted as an inservice workshop or preservice course. Continuous active participation is demanded by using simulation situations in which the trainee helps a fictitious teacher solve a problem using the system approach. It applies the system technology planning techniques used widely in industry and the military to the areas of curriculum and instruction.

PRICE

Prices available from publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

R. E. Corrigan Associates
Box 5089
Anaheim, Calif. 92804

PRODUCT NAME

Facilitating Inquiry in the Classroom

INSTITUTION

Northwest Regional
Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 320, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all grade levels and subject areas

PRODUCT EVALUATION

Evaluation indicates that 139 trainees in 6 workshops felt they had experienced a worthwhile, successful program; data show a gain in comprehension on the basis of pre/post comparison; training does change teachers' capacity to perform the behaviors trained for; 11 of the 18 units are devoted to developing the ability to use Allowing Inquiry to Happen moves, and data clearly show trainees remembered, valued, and used these moves in their teaching; and a trainer is capable of assisting participants to reach the performance objectives.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system includes all materials and procedures for using them to conduct 40-45 hours of instruction as a campus course or inservice workshop. The instruction is organized into 18 instructional sequences or units. Each sequence provides: 1) notes to leaders; 2) leader preparation; 3) list of participant materials; 4) step-by-step procedures including rationale, timing, schedule and leader input; and 5) participant handouts. As the participant progresses through each sequence, he first learns to identify the technique, then practices it, and finally practices applying it in the classroom in his own subject area. Teachers who complete the program learn to perform 27 specific behaviors that encourage pupils to inquire and become autonomous learners. In broad terms, they develop abilities to: 1) identify, practice, and use certain interaction patterns that allow students to inquire, help students grow in ability to learn independently, and reveal student attitudes and perceptions of inquiry processes; 2) identify what students do when they inquire, how they grow as inquirers, and to diagnose and evaluate where individual students are on a continuum of inquirer growth; and 3) carry out and assess their learning.

PRICE

Leader's Guide: $15
Participant Materials: $2.50 per set
Audiotapes: $12.27

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Commercial Educational Distributing Service
P.O. Box 3711
Portland, Ore. 97208

320

PRODUCT NAME

Research Utilizing Problem Solving (RUPS)

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 319, 503, 504, 505, 506

TARGET AUDIENCE

Teachers of all grade levels and subject areas (classroom version); other school personnel (administrator version)

PRODUCT EVALUATION

Pre- and posttraining data on 188 trainees at sites in Washington, Montana, Texas, and California indicate significant achievement of attitudinal, cognitive, and skills mastery.

PRODUCT CHARACTERISTICS

The low-cost, mass-diffusable, competency-based instructional system provides all materials and procedures for using them to conduct 30 hours of instruction in either an inservice or preservice course of 16 units. To learn systematic problem-solving skills, participants solve a simulated problem. To do this, they develop skills for using a five-step scientific method: 1) identify the problem; 2) diagnose the problem situation; 3) consider alternative actions; 4) try out an action plan; and 5) adopt the plan. Each instructional sequence provides: purpose, objective, leader preparation, list of participant materials, and procedures. School personnel who complete the training program learn to use techniques for defining, analyzing, and solving problems.

PRICE

Leader's Manual: $8.50
Participant Materials: $6.25 per set
Audiotape: $3.50

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Commercial Educational Distributing Services
Box 3711
Portland, Ore. 97208

PRODUCT NAME

REACT for Teachers (Relevant Educational Applications of Computer Technology)

INSTITUTION

Northwest Regional Educational Laboratory

PROGRAM, PRODUCT LINKS

Program: 77

Product: 132

TARGET AUDIENCE

Teachers at the secondary level

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

REACT for Teachers is a series of computer-based instructional units. The units, or training packages, are organizaed into two separate courses. The Introductory course provides 30 hours of instruction as a general introduction to computers and survey of their use in education. The Applications course is composed of units in five subject areas --English, mathematics, science, business education, and social studies. Each applications unit includes: 1) a description of the computer program; 2) a rationale for the unit; 3) suggestions for several ways the unit could be integrated with the ongoing curriculum; 4) required preparation for students planning to use the unit; 5) suggestions for a sequence of class activities during use of the unit; 6) directions for further study and exploration of the concept; and 7) a complete computer program run. The units can be studied in a variety of ways. They are flexible enough for use as a semester or quarter course. They can be used for a loosely structured inservice workshop where the materials and equipment are made available for use as the staff has the time and motivation. They can be offered as an intensive workshop. Selected individual units can be used as resource material by an individual teacher.

PRICE

Each Training Package: $1.95

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x	x		

Tecnica Education Corporation
3301 Vincent Drive
Pleasant Hill, Calif. 94523

PRODUCT NAME

Stability in Teacher Effectiveness

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 323, 324, 325, 326, 327

TARGET AUDIENCE

Teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This paper presents statistical information on the degree of consistency shown by second and third grade teachers in producing student gains on the Metropolitan Achievement Tests. Data are presented separately for each grade and for Title I versus non-Title I schools. Included are correlations within each school year showing teacher consistency in producing gain across the two sexes and across several subtests of the Metropolitan Achievement Tests, and stability coefficients showing teacher consistency in mean residual gains produced across three successive school years.

Although gain scores were computed with a simple linear model and several key factors could not be controlled, the stability coefficients obtained compare favorably with those previously reported and suggest that teacher consistency may be higher than previously suspected, at least among experienced teachers working in their usual fashion with their normal classes.

PRICE

Available from ERIC (ED 066 438)

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P. O. Drawer O
Bethesda, Md. 20014

324

PRODUCT NAME

Low-Inference Observational Coding Measures and Teacher Effectiveness

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 322, 323, 325, 326, 327

TARGET AUDIENCE

Educational researchers

PRODUCT EVALUATION

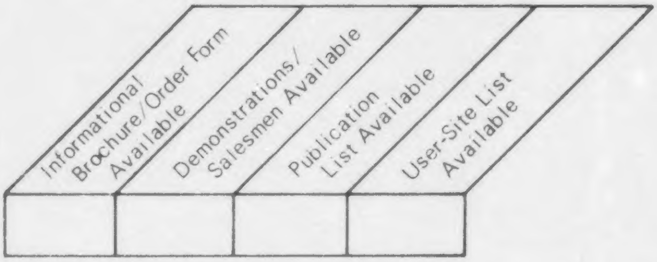
PRODUCT CHARACTERISTICS

Low-inference measures of teacher process variables from two behavioral observation systems were taken on a sample of 31 teachers selected because of their consistency in producing student learning gains on the Metropolitan Achievement Test. These measures were correlated with student outcome measures. Correlations showing the strength of relationships with success in producing student gains are presented. Data represent findings from the first year of a two-year study attempting to isolate correlates of effective teaching.

PRICE

$3.29

AVAILABLE INFORMATION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Research and Development Center for
  Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

Measuring Teacher Effects on Pupil Achievement

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 322, 324, 325, 326, 327

TARGET AUDIENCE

Educational researchers; teacher educators

PRODUCT EVALUATION

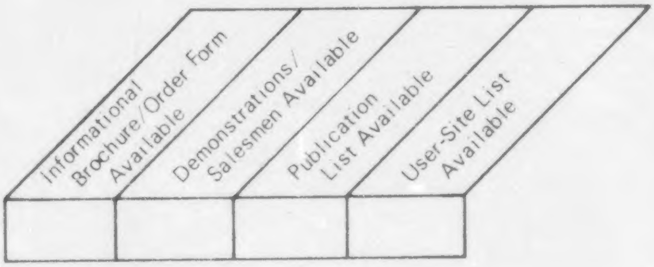
PRODUCT CHARACTERISTICS

This paper presents methodological considerations involved in obtaining unbiased estimates of teacher influence on pupil achievement. It is generally accepted that residual gain scores are superior to simple pre-post difference scores as measures of teacher influence. One set of analyses reported in this paper explores the importance of residualizing with more than the simple pretest variable. Another set of analyses explores the degree to which teachers' influence on child gain was consistent across three successive years, and hence, classes of pupils. Residual gain scores for all pupils were obtained using only simple pretest scores as covariates. These then were averaged for each teacher for each of the three classes. These average residual gains then were used to compute intraclass correlations among the three years for each of four samples of teachers. Data from this study suggest that reasonably stable estimates of teacher influence can be obtained from standardized achievement measures of pupil performance.

PRICE

$3.29

AVAILABLE INFORMATION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Research and Development Center for
  Teacher Education
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The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 322, 323, 324, 326, 327

TARGET AUDIENCE

Educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

High-inference measures of teacher process variables were taken on a sample of 31 teachers selected because of their consistency in producing student learning gains on the Metropolitan Achievement Tests. These measures were correlated with student outcome measures. Correlations showing the strength of relationships with success in producing student gains are presented. Data present findings from the first year of a two-year study attempting to isolate correlates of effective teaching.

PRICE

$3.29

AVAILABLE INFORMATION

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Research and Development Center for
Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Tex. 78712

326

PRODUCT NAME

Personal Characteristics Associated with Effective Teaching

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 322, 323, 324, 325, 327

TARGET AUDIENCE

Educational researchers; teacher educators; teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

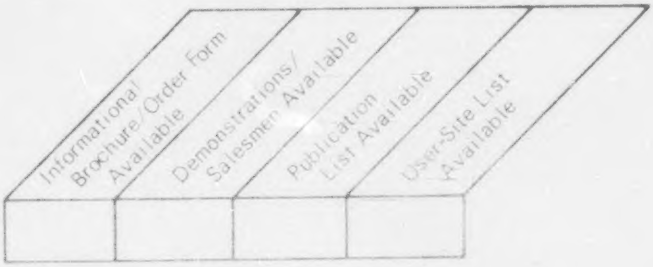
The objectives of this phase of the Texas Teacher Effectiveness Project were to identify individual characteristics of attitude, conceptual style, and personality that may be significantly related to teaching effectiveness.

Two important findings stand out. First, whatever achievement test gains represent as a desirable sign of pupil learning, and therefore of effective teaching, they do not measure whatever it is that the classroom observers and the psychological assessors in this study agreed were important aspects of effective teaching. Second, those variables in the assessment battery whose scores correlated significantly with the achievement test gain scores for pupils formed a highly consistent and not altogether reassuring pattern: self-doubting, psychologically passive, and somewhat unhappy women appeared more likely to generate high pupil gains on achievement tests. Women with children of their own, confident of their own attractiveness, and prone to cope with problems in an active, self-reliant way did not produce large achievement gains.

PRICE

$3.29

AVAILABLE INFORMATION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The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

Appendix to First-Year Data of Texas Teacher Effectiveness Project

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 91

Products: 322, 323, 324, 325, 326

TARGET AUDIENCE

Educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This report supplements two earlier reports by Brophy and Evertson (Low-Inference Observational and Coding Measures and Teacher Effectiveness and High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness) concerning process-product relationships in the first year of the Texas Teacher Effectiveness Project. The present report supplements the linear correlations given in the earlier reports by presenting nonlinear relationships in these data. Many such relationships indicate that optimal teaching in low SES schools differs in many ways from optimal teaching in high SES schools.

PRICE

$3.29

AVAILABLE INFORMATION

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Research and Development Center
for Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

A Developmental Conceptualization of the Adoption Process Within Educational Institutions

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 92

Product: 329

TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

The current Concerns-based Adoption Model program of the Center is focused on validating the dimensions of the model described in this product.

PRODUCT CHARACTERISTICS

This paper examines the process of educational innovation adoption and presents the basic dimensions of a Concerns-based Adoption Model.

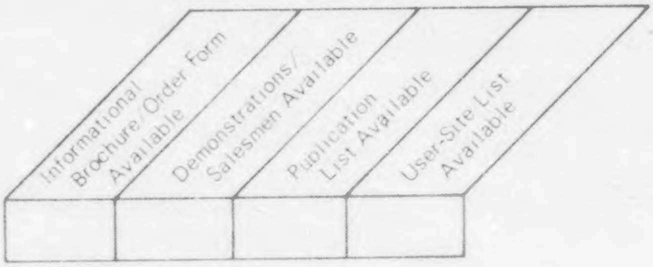
In this model, a collaborative linkage is established between a user system adopting an innovation and a resource system with expertise with the innovation and with facilitating its adoption. The linkage process is accomplished via several communication channels that entail systematic probes of the user system and its personnel to assess each user's Stage of Concern about the innovation and Level of Use of the innovation. Using this assessment, personalized intervention strategies may be selected and employed.

This paper presents detailed descriptions of the hypothesized hierarchies of Stages of Concern and Levels of Use. It also provides an example of how the model might be employed by a change agent to facilitate ongoing innovation adoption.

PRICE

$3.29

AVAILABLE INFORMATION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Research and Development Center for
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The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

Each His Own Man: The Role of Adoption Agents in the Implementation of Personalized Teacher Education

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PROGRAM, PRODUCT LINKS

Program: 92

Product: 328

TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This paper deals with case studies of the adoption of the Personalized Teacher Education Program of the Texas Research and Development Center. The focus here is on the roles played by both internal and external change agents actively involved in the adoption of Personalized Teacher Education or its components. The richness of the experience of the change agents is the subject of this paper, as opposed to presentation of abstract principles of the change process. Practical guidelines that emerged from experiences of these change agents are presented. This paper is one of several that support development of the Center's Concerns-based Adoption Model, the validation of which is a current Center program focus.

PRICE

$3.29

AVAILABLE INFORMATION

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The University of Texas at Austin
Austin, Tex. 78712

330

PRODUCT NAME

Cross Cultural Communication Program

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 99

Products: 196, 197, 331

TARGET AUDIENCE

Teachers of ethnic minority students; school administrators; parents

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

SWCEL's Cross Cultural Communication Package provides insights and develops skills necessary for positive interaction and communication between the teacher and students and adults of different ethnic backgrounds. Emphasis is on differences between cultures and how this can cause breakdowns in communication.

SWCEL's CCC Program assists the teacher in communicating with ethnic minority group members by means of role playing, media presentations, and lectures. The program also contains a slide-tape presentation on nonverbal and informal modes of communication and their relationship to cross-cultural communication. Teachers are provided with specific behaviors to practice that can facilitate communication and identify cultural differences. Emphasis is on changing behavior rather than attitudes.

PRICE

Available on rental basis only. Price negotiated by publisher.

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Teacher/Teacher Aide Companion Training Program

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 99

Products: 196, 197, 330

TARGET AUDIENCE

Kindergarten and first-grade children; teachers; teacher aides; administrators

PRODUCT EVALUATION

Results of the Teacher/Teacher Aide Companion Training field-test data indicate more positive role perception for both teachers and aides. A Teacher/Teacher Aide Progress Report is available from the Laboratory.

PRODUCT CHARACTERISTICS

SWCEL's Teacher/Teacher Aide Companion Training Program is developed to train teachers and aides to function effectively as a team. The program also trains aides to assume supplementary instructional tasks in the classroom. At SWCEL institutes, teachers and aides receive instruction on their respective and complementary roles and an awareness of some differences between the school and home environment. Teacher aides also are given an overview of tendencies in early childhood development. Specific instruction is given in supplementing the teaching of English as a second language.

The program emphasizes involving both members of the team in the instructional process. Included are manuals, slide-tape presentations, and transparencies.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Quality Assurance Specialist Program

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 99

Products: 196, 197

TARGET AUDIENCE

Schools using SWCEL's Communication Arts Program

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The Quality Assurance Program has been initiated to assure SWCEL that its programs and materials are correctly utilized, to provide feedback, and to assist teachers so that children can obtain maximum benefit from Laboratory products. However, the fact that the Quality Assurance concept relates to other educational programs has been proven through its use by external agencies with Title III programs. Quality Assurance Specialists, trained by SWCEL, are employees of the school districts in which they work. They observe in the classrooms at least monthly and hold not less than six inservice meetings during the year. The classroom observations allow the specialist to provide teachers with constructive feedback with respect to improving teacher performance. Observations also assist SWCEL staff members in identifying circumstances under which the Oral Language Program and Reinforced Readiness Requisites Program are functioning most efficiently.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
  Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

System Approach to Lesson Planning Package

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

Adult education teachers; teacher aides; students

PRODUCT EVALUATION

The Systems Approach to Lesson Planning Package has been field tested with positive results.

PRODUCT CHARACTERISTICS

The Systems Approach to Lesson Planning Package has been developed to provide teachers with techniques for converting written objectives to lesson plans using the teaching systems matrix. The matrix is a record-keeping tool by which the teacher can record planned entry condition, planned teaching procedures, and planned learner outcomes as well as what actually happens. In this way, the teacher can plan what to do if the actual outcomes do not meet those planned. The package consists of a workbook, pretest, and slide-tape presentations. Specific activities include utilization of the learning systems' terminology and the parts of a teaching systems matrix; identification of planning statements to match or mismatch the actual event; identification of probable sources of teaching problems; and practice using the matrix as a teaching tool. Training in the use of the package is provided by SWCEL specialists. It requires approximately four hours to present.

PRICE

$199 (plus cost of training)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Southwestern Cooperative Educational
  Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

English as a Second Language Package

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

Product: 340

TARGET AUDIENCE

Undereducated, non-English-speaking adults; teachers; and teacher aides

PRODUCT EVALUATION

The English as a Second Language Package was field tested during the summer of 1970 with positive results.

PRODUCT CHARACTERISTICS

SWCEL's English as a Second Language Package was designed to meet the needs of teachers by providing them with instruction in the audio-lingual method. The package is designed so that the teacher can relate the instruction to the specific needs of his students. Emphasized is the audio-lingual approach-- listening and repeating-- since this most closely approximates the way the native learns his own language. Materials demonstrate effective, validated methods and techniques of audio-lingual instruction for the teacher to practice. An instructional cycle is outlined to show necessary steps to program development. Audio-lingual techniques included in the package incorporate substitution drills, conversion drills, and addition drills as well as pronunciation tests, picture tests for listening comprehension, grammar tests, and reading tests. Minimal instruction from a SWCEL-trained specialist for adult education teachers and aides in the use of the package is necessary.

PRICE

$270 (plus cost of training)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

English Readiness Package

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

Adult education teachers; undereducated, Spanish-speaking adults

PRODUCT EVALUATION

The English Readiness Package has been field tested by SWCEL with positive results.

PRODUCT CHARACTERISTICS

The English Readiness Package was developed to cope with the inadequacies in instructional materials for teaching English to the undereducated Mexican American adult. The package consists of three interrelated teaching units (vocabulary, alphabet, and English phonology) directed at the Spanish-speaking adult who has a minimal understanding of English. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities. Minimal training by a SWCEL specialist is necessary to prepare teachers to use the package.

PRICE

$205 (plus cost of training)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Job Application Package

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

Adult education teachers; undereducated, Spanish-speaking adults

PRODUCT EVALUATION

The Job Application Package has been field tested by SWCEL with positive results.

PRODUCT CHARACTERISTICS

The Job Applicaton Package was developed to cope with the inadequacies in instructional materials available for teaching the undereducated Mexican American adult. The package assists the learner in obtaining employment by providing instructions in how to complete an employment application and techniques for creating a favorable impression during an interview. This material is taught in English. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities. Minimal training by a SWCEL specialist is necessary to prepare teachers to use the package.

PRICE

$205 (plus cost of training)

AVAILABLE INFORMATION

Informational Brochure/Order Form Available	Demonstrations/ Salesmen Available	Publication List Available	User-Site List Available
x			

Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Comparative Buying Package

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

TARGET AUDIENCE

Adult education teachers; undereducated, Spanish-speaking adults

PRODUCT EVALUATION

The Comparative Buying Package has been field tested by SWCEL with positive results.

PRODUCT CHARACTERISTICS

The Comparative Buying Package was developed to cope with the inadequacies in instructional materials available for teaching the undereducated Mexican American adult. It is designed to develop the necessary competencies required to plan family spending through utilization of shopping and money management techniques. Instruction is given in English and Spanish. Training sessions emphasize instructional techniques needed for teaching the package, as well as the correct use of accompanying tapes, slides, flash cards, transparencies, workbooks, and supplemental activities. Minimal training by a SWCEL specialist is necessary to prepare teachers to use the package.

PRICE

$205 (plus cost of training)

AVAILABLE INFORMATION

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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Performance Objectives Package

INSTITUTION

Southwestern Cooperative Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

Product: 340

TARGET AUDIENCE

Teachers; teacher aides; administrators; students

PRODUCT EVALUATION

The package was field tested at adult basic education institutes during the summer of 1970 with positive results.

PRODUCT CHARACTERISTICS

This package is designed to enable educational personnel to apply behavioral objectives to their own teaching. The use of behavioral objectives has two major advantages. First, the student knows exactly what he must do to meet the teacher's expectations. Second, the teacher is able to pinpoint what the student must know before he can meet a particular objective. In this way, the teacher can determine whether or not he has reached his instructional goals. The package contains slide-tape presentations and a workbook. Six lessons, as well as a pre- and posttest, are included in the workbook that outlines goals and objectives; the instructional program; the three domains (cognitive, affective, and psychomotor); entering behaviors; components of a performance objective; and how to write performance objectives. Training in the use of the package will be provided by SWCEL specialists. It requires four hours to present.

PRICE

$139 (plus cost of training)

AVAILABLE INFORMATION

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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Cultural Awareness Package

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

Product: 340

TARGET AUDIENCE

Designed with the adult education teacher in mind but can be used with teachers in any educational setting

PRODUCT EVALUATION

SWCEL has conducted limited field testing of the Cultural Awareness Package with positive results.

PRODUCT CHARACTERISTICS

The goal of the Cultural Awareness Package is to make teachers aware of the cultural differences of the Mexican American and the effect these differences have on the educator and the learners. Increased awareness is accomplished through slide-tape presentations, discussion, and films. Three major aspects are covered in the package: 1) a brief historical review of the Mexican American; 2) their economic and social plight in American society today; and 3) an appeal for change. The package presentation is neither threatening nor offensive as has been proven by field testing. Minimal training by a SWCEL specialist is necessary to implement the package.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

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Southwestern Cooperative Educational
Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

340

PRODUCT NAME

Teacher/Teacher Aide
Training Package (ABE)

INSTITUTION

Southwestern Cooperative
Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Program: 100

Products: 334, 338, 339

TARGET AUDIENCE

Teachers and teacher aides working with undereducated adults

PRODUCT EVALUATION

SWCEL has conducted limited field testing of the package with positive results.

PRODUCT CHARACTERISTICS

The adult education Teacher/Teacher Aide Package is designed for use with other adult education products produced by SWCEL. Emphasis is on training teachers and aides to work together to meet ABE requirements. Objectives of the program are: 1) to make teachers and aides aware of themselves and how they relate to each other, to learners, and the community and its cultural substructure; 2) to train teachers and aides in methods and techniques of the audio-lingual approach to teaching English as a Second Language; 3) to train teachers and aides in the techniques of writing and using performance objectives; 4) to provide a self-evaluation tool to improve classroom procedures and techniques of teachers and aides through the microteaching approach; 5) to train teachers and aides in the techniques for converting written objectives to lesson plans using the teaching system matrix; and 6) to make participants aware of cultural differences and the effect these differences have on themselves and their learners.

PRICE

Price negotiated by publisher

AVAILABLE INFORMATION

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Southwestern Cooperative Educational
  Laboratory, Inc.
229 Truman, N.E.
Albuquerque, N. Mex. 87108

PRODUCT NAME

Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis, N. L. Gage, 1972

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 342, 343, 344, 345, 346, 516, 517

TARGET AUDIENCE

Educational researchers; teacher educators; teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book contains major revisions of papers written by Professor N. L. Gage over a period of years. Materials originally published by the Center are included and the influence of the author's research and interactions within the Stanford Center for Research and Development in Teaching pervades the book.

Contents:

1. Overview
   PART I: Research on Teacher Effectiveness
2. Can Science Contribute to the Art of Teaching?
3. Psychological Conceptions of Teaching
4. Theories of Teaching
5. The Uses of Paradigms and Theories
6. Substantive Paradigms
7. An Analytical Approach
8. Cognitive Aspects
   PART II: Research on Teacher Education
9. The Promise of Research on Teacher Education
10. Educational Psychology in Teacher Education
11. The Evaluation of Teaching: An Analysis of Ends and Means
12. Feedback of Ratings to and from Teachers
13. Toward the New Role of Teachers

PRICE

$7.95

AVAILABLE INFORMATION

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Pacific Book Publishers
P. O. Box 558
Palo Alto, Calif. 94302

342

PRODUCT NAME

Teaching Behaviours and Student Achievement, B. Rosenshine, 1971

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 343, 344, 345, 346, 516, 517

TARGET AUDIENCE

Teachers; teacher educators; educational administrators; educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book synthesizes the results of 50 studies on the topic of the relationship between teaching behavior in classrooms and student achievement. The following dimensions of teaching behavior are among the 40 treated in the book:

- Use of criticism or disapproval
- Acceptance of student ideas
- Organization
- Types of teacher questions
- Flexibility
- Clarity
- Enthusiasm
- Warmth
- Student participation

PRICE

$10

AVAILABLE INFORMATION

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Fernhill House Ltd.
303 Park Avenue South
New York, N.Y. 10010

343

PRODUCT NAME

Mandated Evaluation of Educators: A Conference on California's Stull Act, edited by N. L. Gage

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 342, 344, 345, 346, 516, 517

TARGET AUDIENCE

Teachers; educational administrators; legislators; other education decision makers; teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This book summarizes the proceedings of a conference on California's Stull Act, which requires all school districts in California to adopt a uniform set of guidelines for use in evaluating the professional competence of their certificated personnel.

Included are edited versions of seven papers and the formal discussions that followed. The following topics are covered: legal problems; statistical and measurement problems; defining educational objectives and standards; evaluating nonteaching certificated personnel; assessment of "proper control and suitable learning environment"; use of evaluation to improve performance; and evaluating evaluation systems designed to implement the Stull Act. Included are the editor's interpretations and recommendations and a copy of the Stull Act.

The volume should be of interest to all those concerned with the adoption or implementation of similar state legislation.

PRICE

$9

AVAILABLE INFORMATION

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Education Resources Division
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Ave., N.W.
Washington, D. C. 20037

PRODUCT NAME

Pygmalion Reconsidered, J. D. Elashoff and R. E. Snow, 1971

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 342, 343, 345, 346,516, 517

TARGET AUDIENCE

Educational researchers; advanced students in education; statisticians

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A study of teacher expectancy reported in Pygmalion in the Classroom by Robert Rosenthal and Lenore Jacobson (Holt, Rinehart and Winston, 1968) was described as showing dramatic increases in IQ scores for pupils whose teachers were told to expect IQ increases for those children. The authors of this technical report, J. D. Elashoff and R. E. Snow, contend that the Rosenthal-Jacobson book is a generally misleading document. In addition, there are serious questions about experimental design and sampling procedures, reliability, and validity of measurement, and the methods of statistical analysis used. The authors' reanalysis of the data reveals no treatment effect or "expectancy advantage" in grades 3 through 6. The first and second graders may or may not exhibit some expectancy effect; the experimental and control groups differ on the pretest, and a statistical analysis of such data cannot provide clear conclusions.

A second printing of the report, with additional commentary by Rosenthal and Donald B. Rubin, Elashoff and Snow, and others, has been published commercially under the sponsorship of the National Society for the Study of Education.

PRICE

Technical Report 15 is available through ERIC (ED 046 892) HC $6.58; MF $.65. For the complete version, see below.

AVAILABLE INFORMATION

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Complete version available from:
Charles A. Jones Publishing Co.
698 High Street
Village Green
Worthington, Ohio 43805

PRODUCT NAME

Research Reports Concerned with Teacher Education

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 342, 343, 344, 346, 516, 517

TARGET AUDIENCE

Teacher educators; teachers; research and development specialists

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Since its inception the Stanford R&D Center has produced numerous research reports in the general area of teacher education. Many of these original reports later appeared as journal articles.

Most of the reports are currently available through ERIC. Single copies of some are available from the Center.

PRICE

A complimentary publication list is available

AVAILABLE INFORMATION

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A publication list giving price and/or ERIC ED number is available from the
Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Microteaching: Research Reports and Publications

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 342, 345

TARGET AUDIENCE

Teacher educators; teachers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

1. "Survey of Microteaching in NCATE-Accredited Secondary Education Programs" by B. W. Ward.
2. "Microteaching and the Technical Skills of Teaching: A Bibliography of Research and Development at Stanford University, 1963-1969" by P. C. McKnight and D. P. Baral.
3. "Microteaching and the Technical Skills Approach to Teacher Training" by D. C. Berliner.
   This review summarizes a portion of the research concerned with developing a technical-skills approach to teaching.
4. "Training Effects of Feedback and Modeling Procedures on Teaching Performance" by F. J. McDonald and D. W. Allen.
   A summary of three earlier studies, using the microteaching approach, concerning the effects of feedback, practice conditions, and modeling on the acquisition of teaching skills and strategies.

PRICE

1. ERIC (ED 046 894) HC $3.29; MF $.65
2. ERIC (ED 029 858) HC $3.29; MF $.65
3. ERIC (ED 034 707) HC $3.29; MF $.65
4. ERIC (ED 017 985) HC $9.87; MF $.65

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For other publications request list from Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, Calif. 94305.

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PRODUCT NAME

Research Reports from Program on Teaching Students from Low-Income Areas

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 103

Products: 518, 519

TARGET AUDIENCE

Teachers; teacher educators; educational administrators

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A series of research reports has resulted from ongoing work in this program. Representative examples include the following:

1. "The Computer as a Socializing Agent: Some Socioaffective Outcomes of CAI" by R. D. Hess and M. D. Tenezakis, et al.
2. "Teacher Strategies and Student Engagement in Low-Income Area Schools" by R. D. Hess and R. Takanishi-Knowles, et al.
3. "The Computer as an Authority Figure: Some Effects of CAI on Student Perception of Teacher Authority" by R. L. Brod.

PRICE

1. ERIC (ED 044 942) HC $6.58; MF $.65
2. ERIC (check Research in Education for ED number)
3. ERIC (ED 069 154) HC $6.58; MF $.65

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PRODUCT NAME

Research Reports from Program on Teaching and Linguistic Pluralism

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 104

Products: 349, 520, 521

TARGET AUDIENCE

Teachers; teacher educators; educational administrators; linguists

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

A series of research reports has resulted from ongoing work from this program. Recent examples include the following:

1. "A Test of Proficiency in Black Standard and Nonstandard Speech" by R. L. Politzer, M. R. Hoover, and D. Brown.
2. "An Experiment in Teaching Reading to Bidialectal Kindergarten Children" by M. R. Hoover, R. L. Politzer, and D. Brown.
3. "An Error Analysis of the Spoken English of Mexican-American Pupils in a Bilingual School and a Monolingual School" by R. L. Politzer and A. G. Ramirez.
4. "Judging Personality from Speech: A Pilot Study of the Effects of Bilingual Education on Attitudes Toward Ethnic Groups" by R. L. Politzer and A. G. Ramirez.
5. "Judging Personality from Speech: A Pilot Study on the Attitudes Toward Ethnic Groups of Students in Monolingual Schools" by R. L. Politzer and A. G. Ramirez.
6. "A Production Test in Black Standard and Nonstandard Speech" by R. L. Politzer and D. Brown.

PRICE Available from ERIC: HC $3.29; MF $.65. 1. ED 075 497; 2. ED 074 465; 3. ED 073 879; 4. ED 076 278; 5. ED 078 992; 6. ED number not yet assigned. Center will make single copies available of numbers 2, 4, 5, and 6.

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in Teaching
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Stanford University
Stanford, Calif. 94305

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Bethesda, Md. 20014

PRODUCT NAME

Practice-Centered Teacher Training: Standard English for Speakers of Nonstandard Dialects, D. E. Bartley and R. L. Politzer, 1972

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PROGRAM, PRODUCT LINKS

Program: 104

Products: 348, 520, 521

TARGET AUDIENCE

Teachers of English to speakers of nonstandard dialects at the junior or senior high school or adult levels; trainers of such teachers

PRODUCT EVALUATION

Manual field-tested during development.

PRODUCT CHARACTERISTICS

A paperbound manual, to be used as a text in pre- and inservice teacher training programs, was produced. The manual is designed to give theoretical and research-based background information, as well as specific applications to teaching, to persons being trained in the teaching of standard English to speakers of nonstandard English dialects. The use of microteaching as part of such a program is desirable but not essential. The book can be used in a one-semester or summer-session course or as the basic text in an intensive summer institute.

PRICE

$4.60; educational price $3.45

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The Center for Curriculum Development, Inc.
c/o Rand McNally & Co.
Box 7600
Chicago, Ill. 60680

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Conceptualization of Psychosocial Maturity 120
Preliminary Psychosocial Maturity Scale (PSM) 121
Developing Open Education in America: A Review of Theory and Practice in the Public Schools 127
REACT for Administrators 132
Research Reports on Evaluation of Teachers 138
Research Report on Differentiated Staffing 139
Research Reports from Stanford Project on Academic Governance 140

Volume 2 Anticipated Products

Study of Alternative Grading Procedures 365
Psychosocial Maturity Scale 369
System for Objectives-Based Assessment--Reading 372
CSE Evaluation Workshops 373
The Educational Information Consultant (EIC): Skills in Disseminating Educational Information 374
Effective Teacher Supervision 375
Evaluation Training and Resource Unit (Formative Evaluation) 376
Planning Instructional Program Training Packages: Designing Instructional Programs 377
Planning Instructional Program Training Packages: Program Implementation Planning Unit 378
Instructional Management Resource Catalog 379
Using the Computer in Data Management/Decision Making 385
Research Reports from General and Intensive Surveys 392
Research and Summary Reports of Stanford Project on Academic Governance 394
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Responsive Education Program: Preschool and Primary Grades 149
Beyond "Compensatory Education": A New Approach to Educating Children 151
Coordinated Helps in Language Development (CHILD) 153
Improving Motor-Perceptual Skills (IMPS) 154
Bilingual Kindergarten 155
Prereading Skills Program 156

Volume 2 Anticipated Products

Flexible Learning System for Adults in Early Childhood Education 401
Bilingual Early Childhood Program (Levels I, II, III) 404
Education of the Handicapped Child in a Regular Bilingual Classroom 405

ELEMENTARY EDUCATION

Volume 1 Available Products

Aesthetics and the Arts Elements 157
Aesthetics and the Creative Process 158
Language and Thinking, Level A 159
Cambridge Conference on School Mathematics Reports 169
Bilingual Oral Language and Reading, Grades 1 and 2 185
Bilingual Continuous Progress Mathematics 186
Social Education, Grade 1 187
Social Education, Grade 2 188
Social Education, Grade 3 189
Health Education, Grade 1 191
Health Education, Grade 2 192
Health Education, Grade 3 193
Concepts and Language 194
Individually Guided Motivation 199

Volume 2 Anticipated Products

Aesthetics in the Physical World 406
Aesthetics and the Arts Elements 407
Aesthetics and the Creative Process 408
Aesthetics and the Arts Elements 409
Aesthetics and the Culture 410
Aesthetics and the Environment 411
Language and Thinking, Level B 412
Elementary School Program, K-6 413
Learning Through Language 431
Cultural Relevancy, Grade 3 432
Classroom Strategies 433
Thinking and Reasoning 437
Exploring Number Concepts 438
Children's Folklore 439

SECONDARY EDUCATION

Volume 1 Available Products

Elements of Mathematics, Books 0, 1, 2 202

Volume 2 Anticipated Products

Elements of Mathematics, Books 3-12, A, B, C 443
Multiunit Secondary School 450

CAREER EDUCATION

Volume 1 Available Products

Teacher Education Curriculum Development Resources for Vocational and Technical Education 231
Personnel Development Resources in Vocational and Technical Education 232

Volume 2 Anticipated Products

The Glen Oaks Simulation 463
Training System for Career Education Counselors in Adult Education 471

HIGHER EDUCATION

Volume 1 Available Products

Educational Development Officer: Training Series 270
Writing Higher Level Objectives: Cognitive Domain 282
Instructional Improvement Training Series and Workshop Trainer's Manual 283

Volume 2 Anticipated Products

Manpower Counselor Training System 479

BASIC RESEARCH

Volume 2 Anticipated Products

A Guide to Educational Resources 524

Basic Research

PRODUCT NAME

The Application of a Model for the Evaluation of Educational Products

INSTITUTION

Appalachia Educational Laboratory, Inc.

PROGRAM, PRODUCT LINKS

Programs: 2, 4, 6

TARGET AUDIENCE

Evaluators; departments of education at universities and colleges; state department of education personnel; local education agency personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This document describes a model for the evaluation of educational products. The model is considered an ideal sequence of activities leading to a desired end. The use of the model in the development of three educational products is then discussed. The three products for which the model was used are an early childhood education program, a career education program, and an educational cooperative program. The document is a compilation of papers presented by AEL staff for a symposium at the 1973 American Educational Research Association Annual Meeting.

PRICE

Submitted to ERIC. Limited copies also are available by writing the Laboratory.

AVAILABLE INFORMATION

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Research and Evaluation
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Evaluation Comment

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Programs: 27, 28

TARGET AUDIENCE

Educational researchers, evaluators, administrators, and other educators; school board members, legislators, and others interested in educational evaluation

PRODUCT EVALUATION

Over 9,000 persons have requested to receive Evaluation Comment regularly. Articles are frequently reprinted in books, workshops, and other sources.

PRODUCT CHARACTERISTICS

Evaluation Comment is a journal of educational evaluation published quarterly by the Center for the Study of Evaluation. Each issue of the Comment discusses a topic in education evaluation by presenting articles on evaluation theory, procedures, methodologies, or practices. Contributions on specific topics are solicited from recognized experts in the field. Recent issues of the Comment have dealt with accountability, goal-free evaluation, and the adversary model of evaluation.

PRICE

No charge for single copies

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To be placed on the mailing list or to receive copies of back issues write:

James Burry, managing editor
Evaluation Comment
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

352

PRODUCT NAME

Domain Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 27

Products: 353, 522

TARGET AUDIENCE

Curriculum developers; project evaluators; educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This monograph discusses the work of Wells Hively and his associates in domain-referenced curriculum evaluation, and offers new applications for test construction, measurement, and evaluation. The monograph describes the beginning stages of a domain-referenced curriculum evaluation project, how it was developed and refined, and its relevance for practical evaluations. The monograph contains 1) a case history of the MINNEMAST project; 2) a practical handbook on how to apply domain-referenced test theory to evaluation; 3) general strategies of curriculum development and evaluation; and 4) a set of appendixes showing working examples of domain-referenced testing. The monograph draws on the problems and experiences of the MINNEMAST project with equal emphasis on the theoretical and the practical. It is geared toward the needs of the nonspecialist as well as to the interests of the curriculum developer and the project evaluator.

PRICE

$3.50 payable to the Regents of the University of California

AVAILABLE INFORMATION

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Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

National Priorities for Elementary Education

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 28

Products: 123, 352, 523

TARGET AUDIENCE

Educational community and interested laymen

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This monograph investigates the nature of educational needs assessment, specifically addressing the issues of how needs are determined, how the type of needs can be limited, and how they can be successively screened to converge on the important educational needs. A specific procedure for assessing needs (provided in the *CSE Elementary School Evaluation KIT: Needs Assessment*, Allyn and Bacon, 1973) is adopted, and the needs of a nationwide sample of schools are investigated. The results of the nationwide needs assessment are documented, with special attention paid to the specific influences on a school: the points of views of teachers, principals, and parents; geographic region; size of school; population density; racial/ethnic composition; and socioeconomic status.

PRICE

$3.50 payable to the Regents of the University of California

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Director, Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

Observations and Analysis of the Literature on Change

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

TARGET AUDIENCE

School district administrators, university professors, and r&d personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

In Part 1, observations on the literature on change are presented under the headings of 1) conceptual confusion; 2) goals and objectives; 3) statement of problems; 4) democracy and planned change; 5) the school district as a target or initiator of planned change; 6) internal and external linkage; 7) change capability; 8) maintenance or improvement; 9) change models; 10) phases of change; 11) roles in change; 12) crisis as a stimulus to change; and 13) lack of training.

In Part II, various viewpoints in the literature are presented under the headings of 1) definitions and types of change; 2) change models; 3) strategies and techniques; 4) people involved in change; 5) sources of and barriers to change; and 6) research studies of the change process.

PRICE

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Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

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P.O. Drawer 0
Bethesda, Md. 20014

PRODUCT NAME

Evaluation of Comprehensive Planning Literature with an Annotated Bibliography

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

TARGET AUDIENCE

School district administrators, university professors, and r&d personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This 1970 annotated bibliography discusses and evaluates many of the ideas and methods found in the contemporary literature on comprehensive or system-wide planning. The publication has five general categories: 1) Planning Process Information; 2) System Wide Planning Methods; 3) System Characteristics and Qualities; 4) Politics, Community, Implementation and Communication; and 5) Bibliography. All the items included have been selected on the basis of their potential usefulness to those responsible for comprehensive planning.

PRICE

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PRODUCT NAME

An Annotated Bibliography on Administering for Change

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Program: 84

TARGET AUDIENCE

School district administrators, university professors, and r&d personnel

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

This 1971 volume is divided into six sections intended to reflect the thrust of the Administering for Change Program: 1) Introduction; 2) Overview of Change Literature; 3) Organizing for Change; 4) Planning for Change; 5) Managing for Change; and 6) entries on bibliographies and annotated bibliographies. Both an author and a title index are provided in the back of the volume.

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PRODUCT NAME

Achievement Motivation: An Analysis of the Literature

INSTITUTION

Research for Better Schools, Inc.

PROGRAM, PRODUCT LINKS

Programs: 84, 87

TARGET AUDIENCE

Educational researchers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Achievement Motivation: An Analysis of the Literature was compiled from an analysis of over 600 documents concerned in varying degrees with achievement motivation as a tool for developing the theoretical basis for construction of the Achievement Competence Training instructional materials. Four main sections delineate the book's contents: 1) General Background and Characteristics of Achievement Motivation; 2) Influences that Produce High Achievement Motivation; 3) Strategies for Inducing High Achievement Motivation; and 4) Measurement of Achievement Motivation. Each section includes a brief introductory statement that clarifies the framework used to organize the contents.

The main body of the book is comprised of individual entries, termed "capsules." Capsules are either direct quotes or summary statements drawn from a document. Each entry bears an author reference that leads the reader to the complete citation in the bibliography.

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PRODUCT NAME

Documenting Development

INSTITUTION

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PROGRAM, PRODUCT LINKS

Program: 87

TARGET AUDIENCE

Educational researchers and curriculum developers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

One of the first tasks undertaken by RBS staff in the promotion of human maturation was the reorganization of maturation data so that it would be more readily usable by the builders of curriculum. From a search of the literature on human growth and development, an eight "Areas of Development" schema evolved that appears to account for nearly all aspects of maturation. Documenting Development includes summaries, extracts, and charts of 127 frequently cited sources in the field of human development. The work also includes a bibliography of approximately 1,200 citations submitted by contributors from the field of human development.

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PRODUCT NAME

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills

INSTITUTION

Research for Better Schools, Inc. and Center for the Study of Evaluation, University of California, Los Angeles

PROGRAM, PRODUCT LINKS

Program: 87

Product: 125

TARGET AUDIENCE

Evaluators; curriculum developers

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

One of the main problems in evaluating non-traditional content areas is locating effective and valid measuring tools. CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills, published jointly by RBS and the Center for the Study of Evaluation, is a compilation of those instruments that can be used to assess skills in areas such as problem solving, decision making, interpersonal behavior, goal setting, and goal achieving. The classification and evaluation of the collected instruments provide information of two kinds: 1) the number of instruments currently available for use in assessing skills in the higher-order cognitive, affective, and interpersonal domains; and 2) the quality and usefulness of those instruments.

PRICE

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PRODUCT NAME

Promising School Practices for Mexican Americans

INSTITUTION

Southwest Educational Development Laboratory

PROGRAM, PRODUCT LINKS

Programs: 94, 96, 97

TARGET AUDIENCE

School administrators and teachers working with bilingual programs and/or Mexican American children

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

The monograph consists of a compilation of successful educational programs for Spanish-speaking children conducted by school districts throughout the Southwest. More than 70 special programs that proved to be effective with bilingual children are described by those supervisors or teachers directly involved in the programs.

Each chapter consists of a description of the school district and school population, a narrative explanation of the specific program, and a section concerned with evaluation of the program. The following topics are included in the book:

- --Readiness and Orientation Programs
- --Language Development Programs
- --Bilingual Instruction
- --English-as-a-Second Language and Oral Language Programs
- --Reading Programs
- --Migrant Programs
- --Parent Involvement Programs
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PRICE

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PRODUCT NAME

Center Research Publications

INSTITUTION

Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin

PROGRAM, PRODUCT LINKS

Program: 106

TARGET AUDIENCE

Educational community

PRODUCT EVALUATION

PRODUCT CHARACTERISTICS

Since 1964 the Center has published nearly 450 technical reports, theoretical papers, working papers, and practical papers that report basic research findings, rationale for and progress of curriculum development, and evaluation results. These publications are described in the Center bibliography, available on request from the Center's Information Office or from ERIC.

Books and monographs also result from Center research and development activities. Three research books are: 1) Analysis of Concept Learning, Herbert J. Klausmeier and Chester W. Harris; 2) Research and Development Toward the Improvement of Education, Herbert J. Klausmeier and George T. O'Hearn; and 3) A Structure of Concept Attainment Abilities, Margaret L. Harris and Chester W. Harris.

PRICE

1. $8.50
2. $7.25
3. $5.75
4. Free publications list available from Center

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